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ABSTRACT

This report describes in detail the deaf interpreter training program offered at Mott Community College (Flint, Michigan). The program features field-based learning experiences, internships, team teaching, a field practicum, the goal of having students meet certification standards, and proficiency examinations. The program has special relationships with a variety of agencies, organizations, and schools involved with deafness. Individual sections of the report address: program description; population served; curriculum (including course descriptions, course scheduling, instructional methodology, accreditation, and employment outlook); personnel (including faculty/staff activities and development); program data (enrollment trends, grade distribution, student completion rates, licensure/standardized test performance, follow-up evaluations, and admissions/placement); facilities and equipment; financial resources; program strengths and effectiveness; areas of projected change/improvement; and process evaluation. Appendices comprise the bulk of the report and include: student, instructor, and program statistics; curricular guides and course outlines; course schedules; multi-year schedule; survey results; and memos. (DB)

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ED 376 655

Interpreter Training Program

Program Review

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LindaLee Massoud
February 1994

Mott Community College
Flint, Michigan

EC 303485

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Form 0.1
Program Description

1. **Program goals & objectives; how they support college Strategic Goals.**
The stated goals and objectives for the School of Arts and Humanities as they relate to the Interpreter Training Program are:

- **Goal III:** Augment the evaluation, mentoring and provision of professional development opportunities for part-time Instructors.
  Activity: Design and offer a minimum of two professional development workshops per semester for part-time faculty who teach in each of the following areas . . . Interpreter Training.
- **Goal IV:** Use discipline review as a vehicle for making needed curricula and pedagogical changes.
  Activity: Conduct a review of . . . the Interpreter Training Program.
- **Goal V:** Update content and/or delivery of instruction in selected Arts and Humanities courses.
  Activity: Investigate the possibility of including an internship in the Interpreter Training Program. Develop course if the concept is feasible by May 1994.

These goals meet the Strategic Goals of the college by seeking to improve (1) the quality of Instructors, and (2) the training students receive in the program. This Program Review satisfies the second goal/activity stated in the program.

2. **Relationship of goals to minimum job skills.**
These activities partially meet the minimum job skills and knowledge required for successful initial employment by ensuring quality instruction and internship. We are already meeting the minimum job skills with the better students; however, we are continually attempting to improve the quality of the education the students receive.

3. **Special features of this program.**
This program uses field-based learning experiences, internships (on occasion), team teaching, field practicum, certification standards, and proficiency examinations as part of the curriculum.

4. **Special relationships.**
This program has special relationships with most agencies, organizations, and schools in the area that have any connection to deafness.

Business or industry
General Motors -- provide sign language and interpreting instruction
Mott Community Education -- student and graduate interpreters for contracted employment

Secondary schools -- sign language interpreters, substitute interpreters
(at last count, we provided services to:)
Flint Community Schools
Michigan School for the Deaf
Genesee ISD
Mt. Morris Community Schools

Lapeer ISD
Port Huron Community Schools
Caro Community Schools
Tuscola ISD
Bay-Arenac ISD
Midland Community Schools
Bay City Community Schools
Saginaw Community Schools
St. Charles Community Schools
Bridgeport Community Schools
Brighton Community Schools
Ann Arbor Community Schools
Bloomfield Community Schools

Community colleges

Detroit College of Business -- graduate teaches ASL; our curriculum
Mid-Michigan Community College -- graduate teaches ASL; our curriculum
Kirtland Community College -- graduate teaches ASL; our curriculum
Oakland Community College -- our curriculum

Universities

University of Michigan - Flint -- graduates interpret
University of Michigan - Ann Arbor -- graduates interpret
Oakland University -- graduate teaches ASL; graduates interpret
Oakland Community College -- graduates interpret
Lansing Community College -- cooperative curriculum development; some student transfer
Madonna University -- cooperative relationship
Saginaw Valley State University -- provide Instructor and curriculum
Delta College -- graduate teaches ASL

Public or private agencies

Statewide Services for the Hearing Impaired -- students intern, graduates interpret
VOICE (Tri-cities agency) -- students intern and interpret, graduates interpret
CSHI (Pontiac area agency) -- students interpret, graduates interpret
Flint Goodwill -- students interpret, occasional employment
Community Industries -- students intern, occasional employment
Expressions in Sign -- students intern, occasional employment

Clinical facilities

Child and Adolescent Services -- occasional student interpreter, communication training for employees
Health providers -- occasional student interpreter (very limited situations)
Mid-Michigan Youth and Family Group homes -- students intern, frequent employment
SSHI Group homes -- students intern, occasional employment
(Other groups homes of which individual students are aware)

Miscellaneous

We also provide student interpreters for numerous other organizations on an "as needed" basis. These include both educational and business groups. Statistics on student community services are attached.

5. Location of program.

This program is housed in the School of Humanities. All Instructors share one office, CM 1103. As of fall 1993, we also have a dedicated classroom which has been converted into a combination classroom/lab.

Form 0.2
Populations Served

4. Other populations who could benefit.

There is a very large market of persons who wish to be interpreters, or who are already minimally-skilled interpreters, who would benefit from distance learning programs that would bring training to them.

Curriculum Section

Form 0.3
Curricular Guides/Course Descriptions

1. Curriculum Revisions and Course Outlines

2. Most current revisions

Curricular guides	1993
Catalog descriptions	1993
Promotional materials	Old! The old brochures are long since gone, and we have delayed producing a new brochure until all curriculum revisions were completed.

Form 0.4
Curriculum/Course Content

1. **1989-1994 curriculum revisions and course outlines.**
   See attached.

2. **Purpose of course pre-requisites.**
   Language courses and skills courses build on each other in succeeding semesters. The pre-requisites ensure that students have mastered the more elementary skills before proceeding to the more advanced skills. Reading level prerequisites have been submitted for the interpreting courses as a result of a longitudinal study showing a high correlation between reading level, success in the courses, and ability to obtain QA or RID certification.

3. **Expected competencies.**

Cert-Deaf Studies: Student will have basic communication competence in sign language and will understand Deaf culture. Student will be employable in an entry level job that requires the ability to communicate for oneself on a limited basis.

AAS-Deaf Studies: Student will be able to converse in sign language about social and employment-related topics and will know how to work as a professional in the Deaf community. Student will be employable in an entry level professional job that requires general conversational competence and knowledge of the cultural, educational, and social issues related to deafness.

AAS-Interpreting: Student will be able to converse in sign language about many topics, although with an accent. He will also know the theory of interpretation and be able to interpret at least 60% of a message from one language to the other. Students with higher skill levels will be able to obtain a QA rating that would qualify them for an entry level interpreting position. Students with lower skill levels would need additional experience before qualifying for any QA rating.

4. **Process for determining workplace competencies.**
   Formally -- from advice from the Advisory Committee.
   Informally -- from discussions with employers and graduated students

5. **Method of measuring student learning and competency gains.**
   The program measures student learning and competency gains by a combination of methods, including pre/post testing, paper-and-pencil tests, performance tests, and application of knowledge to new situations.

6. **Beneficial courses from other disciplines required.**
   English composition, reading (for those who need it). Actually, *any* General Education course will be beneficial to an interpreter.

7. **Courses fulfilling multi-cultural and/or lab science.**
   None.

Form 0.5
Course Scheduling and Availability

1. **Sequence of courses.**
   See attached.

2. **Day and evening offerings?**
   Lower level ASL courses are offered days and evenings, both on and off campus; they are also offered on Saturdays. Upper courses are offered in the evening and/or Saturdays as the need arises.

3. **Minimum time to complete program.**
   If entering with "intermediate" sign language skills, students need four semesters to complete the program. If entering with no sign language skills, they need six semesters.

4. **Faculty assignment system.**
   Faculty are assigned by a combination of qualifications, seniority, preference, and availability. The system could be improved by hiring full-time Instructors!

5. **Course offerings adequate?**
   No, the course offerings are far from adequate. With virtually no advertising, the increased general awareness of the Deaf Community has brought a significant increase in demand for classes. Budget constraints and lack of full-time Instructors makes it impossible to satisfy the demand. We need more classes both on campus and at extension sites.

6. **Multi-year schedule.**
   See attached.

7. **Comparison of on-campus and off-campus courses.**
   See attached.

Form 0.6
Full Time, Overlead, and Part-time Sections

Due to the difficulty in obtaining assistance, it was impossible to compile the statistics into the requested format. The reader can calculate the data from the raw data complilations included in the Appendix.

It is important to note that, of the two full-time college employees who teach in the ITP, *neither* has a full load in the program! Generally, 10% of a semester's courses are taught by the full-time instructors; 90% are taught by part-time instructors. The full-time instructors teach the same courses every semester: MANC 102 or MANC 114 (depending on semester), MANC 231, 232, 233 link, and MANC 235, 236, 237, 295, 296 link. All other courses are taught by part-time instructors, some of whom have been at Mott for over *twenty* years!

Form 0.7
Instructional Methodology

1. Instructional technology used.

We make heavy use of video tapes and audio tapes:

- students videotape themselves signing,
- students watch commercial tapes with stories in sign language (for comprehension and interpreting practice),
- students watch tapes made by the Instructors to supplement classroom learning,
- student listen to audio tapes and practice interpreting.

We are also slowly developing some use for the computer in the instructional setting. Commercial programs are not readily available.

2. Recently implemented innovations:

Course	Innovation	Date
Lab & Sign-to-Voice	Video lab w/ individual stations	1993
(6 courses)	Lectures on video	1987 - now
	Self-videotaping	1989
	Team teaching (Deaf and hearing Instructors)	1992
Practicum	Computer: word processing and bookkeeping	1992
ASL I-III	Video Study Guide (tape/booklet) (designed & produced by our Instructors)	1991-93

3. Courses fulfilling computer and/or WAC.

Computer use:	MANC 235, 236	Practicum
WAC:	MANC 114	Psychological and Sociological Implications of Deafness

Form 0.8
Accreditation

1. **Accrediting by agencies.**
   The Registry of Interpreters for the Deaf is currently developing an accreditation program. It is not in place yet, however. The Michigan Department of Education recently developed an "approval" program for Interpreter Training Programs. Mott was one of the first programs to be "approved."

2. **Is accreditation required?**
   No, accreditation is not required.

3. **Program's status.**
   See #1 above.

4. **Recommendations.**
   N/A

Form 0.9
Employment Outlook

1. **Demonstrated need.**
   See recent Needs Study attached.

2. **Employment outlook.**
   See data attached.

3. **Employment statistics for recent graduates.**
   See data attached.

4. **Availability of employment data to students.**
   The Coordinator makes anecdotal information available to students and potential students upon request.

Form 0.10
Advisory Committee

1. **Advisory Committee members.**
   See list attached.
   See agenda for 1994 meeting attached.

2. **Committee recommendations from annual report.**
   a) **Curriculum, equipment, and instructional materials relative to workplace needs**
   Perkins monies have been very beneficial in providing the equipment necessary for efficient training. There is still a need for more ASL models (live and taped) so the students can become more proficient in the language.

   b) **Relevance of programs reflecting current and future labor market need**
   The program has added the Deaf Studies component of training to satisfy the needs of the majority of students for whom the ultimate goal is communication competence rather than interpreting skills. We are attempting to be sensitive to the needs of the market and to modify the curriculum accordingly. The *need* for this type of training is increasing greatly.

   c) **Workplace competencies required for employers' needs**
   Employers continue to expect higher skills from graduating students as the field evolves. The increased expectations involve *both* sign language/interpreting skills and general educational background. The problem is that we are locked into providing, in a two-year program, what *should* be undertaken at a Master's degree level (B.A. in ASL and then M.A. in interpreting). None of the universities in the area are willing to open a new program in this area because of the high cost of training.

3. **Advisory Committee Survey.**
   See attached.

Form 0.11
Tech Prep

1. **Linkages with local ISDs/secondary educational institutions.**

Schools in the area call the ITP when they need substitute or staff interpreters, sign language Instructors, etc.

Several other colleges in the state use our curriculum in their own sign language classes, knowing that their students will be transferring to Mott to complete advanced training. The Instructors at these programs are either our own Instructors or students who have graduated from the program.

2. **Formal articulation agreements exist?**

Formal articulation agreements do not exist. However, there is a formal agreement with the University of Michigan - Flint for a 2+2 transfer program leading to a Bachelor of Applied Science degree.

Form 0.12
Staff Summary

See attached.

PERSONNEL SECTION

Form 0.13
Program Support

NOTE: Compilation of results from 17 Instructors. Information is not presented in any particular order and is not identified by Instructor.

1. Institutional support services used.

- Sign language interpreting
- Tutoring
- Note-taking
- Work-study assistants
- Audio Visual services

2. Additional specialized staff needed.

- 3 full-time faculty: at least two deaf)
- 1 full-time coordinator
- 1 full-time secretary/interpreter
- 2-3 part-time lab assistants, preferably with sign language skills
- Deaf consumers of interpreting services to work as lab assistants:
  - work on videotapes to improve receptive skills
  - to work with students in small groups
- Certified interpreter to work with Deaf teacher in interpreting class and to provide 1st hand insights
- Professional (deaf) tutors, not only peers, and available days, evenings, and weekends

3. Faculty perception of accessibility.

The statements below represent the responses by Instructors in the Interpreter Training Program:

- I feel that there is very little support for the deaf students. The college should hire deaf workers for the support services.
- I feel that there is a need to have deaf workers to work with the deaf students due to common languages and life experiences of what it is like to be deaf.
- MCC does offer support services, such as interpreting, tutoring, and note-taking, to Deaf students. The program's is accessibility to Deaf students is 100%.
- Program is accessible for disabled students, although some may be in the wrong field of study. (They don't measure up!) I have had little difficulties regarding support services from the college.
- Seems not to be a problem.
- Support services are provided with some limits. Often, the deaf person must devise alternative ways to address issues not fully resolved by support services (ie, locate an outside tutor, buddy-up with someone in the classroom, locate a notetaker for hard-of-hearing students, etc.)
- Deaf and hard-of-hearing students do take ASL classes but don't need support services..

- I don't think our program is involved with handicapped and disadvantaged students.
- It appears to be adequate to supply the needs of all the various handicapped students.
- Unfortunately, I feel many faculty do not realize just how effectively Disability Services works to serve physically challenged students. However, those faculty who work closely with Disability Services do appreciate and recognize the quality of the staff.
- Disability Services does a fine job even when it does not have the total support of the Administration.

4. Responsibilities of program coordinator.
See attached.

Form 0.14
Faculty/Staff Activities

1. Professional organizations and offices held.

Organization	# Partic	Offices Held
American Sign Language Teachers Assoc	≈10	President
Conference of Interpreter Trainers	2	
Michigan Registry of Interpreters for the Deaf--Region 2	2	Previous Chairperson
Michigan Registry of Interpreters for the Deaf	2	Previous Secy
National Registry of Interpreters for the Deaf	2-3	
Michigan Chapter of Adult Deafness and Rehabilitation Association	3	Former President
National Association of the Deaf	5+	
National Assoc of Social Workers	1	
Association for the Education and Rehabilitation for Visually Impaired Children and Adults (AER)	1	

2. Faculty honors, awards, or recognitions.

- MCC 20 Year Faculty (service)
- Certificate of Interpreting and Certificate of Transliterating with NRID
- Michigan Association of Deaf Citizens -- 1993 (for hiring deaf Instructors)
- Dean's list in college
- Student Leader of the Year
- Mortar Board Honor Society
- Who's Who in American Colleges and Universities
- "You're Special" award from MCC Handicapped Student Services Program (2 Instructors)
- "Talented Tenth Award"
- "Room-Naming Award"

3. Faculty projects, presentation, or publications.

- Presentation to medical students at Sinai Hospital twice a year since 1990.
- Developed videotapes and workbooks for ASL I, II, and III at MCC
- Revised Course Supplements for ASL I, II, III, and IV -- several Instructors involved.
- Teaching demonstration at ASLTA in December 1992.
- Developed materials and presented workshop (twice) on theatrical interpreting.
- Prepared and published several issues of the MCC Signpost (newsletter).
- Completed labor market study for sign language interpreters

- Developed, coordinated, and instructed a specialized interpreter training program for General Motors employees (on-site) -- several Instructors involved.
- Presenter at Michigan Silent Retreats -- several Instructors involved.
- Presenter at Michigan Educational Interpreters Workshops (three workshops per year for the last five years)
- Presentation on Improving Communication Skills -- Youth Leadership, 3-93
- Presentation on Deaf Culture -- Annually 1990-1993
- Presentation on Works and Life of James Baldwin -- Flint Public Library, 1992
- "Deaf-Blind Communication," published Master's thesis in a special edition of the AER Journal
- Deaf/Blind -- Essential Information
- Bare Essentials: An English Handbook for Beginner Writers
- Essential Writing Skills for Deaf Students
- Technical Aspects of Interpreting, 3-video set
- SignGlyphics™: How to Sketch Sign Pictures, book and video
- Pre-Interpreting Survey Course Guide, book
- Pre-Interpreting Survey: Peer Evaluation Lectures, book and video
- Pre-Interpreting Survey: Block Lectures, book and video
- Communicating Beyond the Words: Student Workbook, book
- Communicating Beyond the Words, book
- ASL Teacher Training: Student Workbook, book
- Sign Language Crash Course: General I, book and videotape
- Interpreting Laboratory Journal, book (co-authored)
- "Deafness versus deafness: Implications for the Future of Interpreting, Article for MCADARA Journal
- American Sign Language Teacher Training (32-hour class), Instructor
- Presentation to northern Michigan MIRID group about sign language interpreting and the program at MCC
- Ingham ISD, presentation about MCC to Michigan Hearing-Impaired Instructors

Form 0.15
Faculty/Staff Development

1. **Faculty participation in professional development.**

- Sabbatical leave for coordinator
- American Sign Language Teacher Training (2 separate seminars attended by most Instructors)
- ASLTA and Mich ASLTA workshops
- Oakland Society for Deaf Children workshops
- MCADARA workshops
- Masters work in Career & Technical Education, Policies and Procedures Workshop, Learning Styles Workshop
- Conference of Interpreter Trainers conferences
- MIRID Workshops

2. **Additional areas to be addressed.**

Most faculty members have not had any training in pedagogy, linguistics, or foreign language instructional methodology. These areas should be addressed.

Additional Instructor comments:

- Curriculum development
- Implementation of learning style, teaching variations *and* competency-based education for a vocational program under the auspices of a community college
- Teaching methods, grading systems
- Develop lesson plans
- Linguistics, ASL grammar, teaching strategies, evaluation
- Preparation for ASLTA certification
- Whenever conferences which focus on the linguistics of ASL or Deaf culture are offered, the faculty should be given financial support to attend.

3. **Faculty update training.**

Several faculty are members of the newly-formed Michigan Chapter of the American Sign Language Teachers Association. This association will host regular meetings and workshops on issues relevant to sign language teaching. In addition, Madonna University offers occasional workshops of interest to Instructors.

Additional Instructor comments:

- I haven't had any formal training. We are encouraged to go to ASLTA meetings and shareshops.
- Recently updated training on grading systems.
- Visiting other Instructors' classes, with approval.
- Masters degree courses
- Private readings
- Deaf History convention
- This is a voluntary participation -- it all depends on what workshop is being offered in Michigan. It has been awhile since Mott has offered any updated training for ASL teachers.
- Coordinator tries to offer meetings that address methodology

4. **Faculty services to the community.**

Most faculty are employed on a full-time basis elsewhere in the community. Most have public service positions related to the field of deafness. Several are board members of local deafness-related organizations. They are also involved in community service through membership in the Flint Association of the Deaf.

Additional faculty comments:

- Sunshine Too
- Silent Retreats
- Interpreting services (two Instructors)
- Provide mentoring for novice interpreters
- Provide occasional pro bono interpreting services
- Teach community education sign language classes
- Provide advocacy to hearing persons regarding deafness and use of interpreters
- Teach sign language classes at church
- Give storytimes at the Library
- Lecture about Deaf culture/show some signs to Girl Scout groups and schools
- Refer teachers and speakers to outside agencies
- If faculty are asked to serve as presenters regarding Deafness, they do so. For example, one faculty member gives a presentation every year to sixth graders about Deafness.

5. **Benefit to the program of faculty's participation.**

There is much awareness in the Flint community of deafness in general. People know that Mott offers a training program.

Additional faculty comments:

- Spouse/students with hearing-impaired spouses indicate a much-improved understanding of the implications of hearing impairment.
- Proceeds of some activities in #4 pay for faculty to attend conferences or develop materials.
- It gives them a positive feeling toward deafness and makes them want to learn ASL (They want to come and take ASL at MCC).
- New students are recruited for the program
- Students see actual interpreting in various settings.
- It makes people aware of MCC Interpreter Training Program's existence and how it helps in the community.
- It has improved the quality of the interpreters in mainstream programs (although much more is needed).

6. **Multicultural awareness opportunities.**

All Mott faculty have been offered opportunities to attend multicultural workshops offered on-campus, but ITP faculty have not attended. (Most faculty members misunderstood this question to mean opportunities for *other* faculty to be made aware of deafness rather than opportunities for *themselves* to become familiar with *other* cultures.)

Additional faculty comments:

- Invitations to meetings
- We haven't had one.
- We haven't had one yet.
- Institutional offerings may have possibly been available, but we have been unable to attend.
- Apparently none.

- We are invited to various MCC workshops. I haven't taken advantage of any of them.
- I do not think such opportunities have been made.

7. Efforts to employ minority populations.

Of the 15 Instructors on staff, all but four are hard-of-hearing or deaf. One is hearing-impaired and visually-impaired. Men would be considered "minority" in this instructional field, and we have three deaf, male Instructors. We have not been able to recruit any deaf, black Instructors due to lack of qualifications. We do, however, have deaf, black aides in the course which hires persons from the community.

PROGRAM DATA SECTION

Form 0.16
Enrollment Trends

1. **3-year enrollment trends.**
   See attached MCC report.
   See also program statistics (copies of hard data).

2. **Student/faculty ratios over the past three academic years.**
   See attached statistics (hard data). [There was insufficient time and assistance to reproduce all of the requested information in the format specified. It is all included and can be calculated by the reader if desired.]

Form 0.17
Grade Distribution Report
Fall 1990 Semester

1. 3-year student performance.

Course	#	A	B	C	D	E	S	U	I	W	N	% Passing
MANC 102	29	9	6	10		1				3		86
MANC 107	95	38	30	14	5	7				1		92
MANC 108	22	4	11	4						3		86
MANC 109	15	2	5	1	2	3				2		67
MANC 141												
MANC 142												
MANC 150	11	3	3	3						1	1	91%
MANC 201	22	5	10	3	1					2	1	91
MANC 202	13	2	5	4	1				1			92
MANC 203	22	19	1						1	1		91
MANC 211	35	27	6							2		94
MANC 231	8	1	2	3	1				1			88%
MANC 232	1			1								100%
MANC 233	4		2	1	1							100
MANC 235	3						1		2			33
MANC 236	2						1		1			50
MANC 237												
MANC 251 (was MANC 205)	6	3	3									100
MANC 252 (was MANC 208)	4		1			1				2		25
MANC 253 (was MANC 212)	2		1	1								100
MANC 290												
MANC 295	1						1					100
MANC 296	1						1					100

Grade Distribution Report
Winter 1991 Semester

Course	#	A	B	C	D	E	S	U	I	W	N	% Passing
MANC 102												
MANC 107	88	26	28	13	2	10				9		78
MANC 108	50	15	11	14	3	3				4		86
MANC 109	33	8	10	10	3	1				1		94
MANC 114	29	17	8	2					1	1		90
MANC 141												
MANC 142												
MANC 150												
MANC 201	7	1	4		1					1		86
MANC 202	9	1	4	1						3		67
MANC 203												
MANC 211	16	12	4									100
MANC 231	9	3		3						2	1	78
MANC 232	5	1	2	1						1		80
MANC 233												
MANC 235												
MANC 236												
MANC 237												
MANC 251 (was MANC 205)	13	4	4	2						2	1	85
MANC 252 (was MANC 208)	8	3	2	3								100
MANC 253 (was MANC 212)	4	2	1							1		75
MANC 290	13	4	8							1		92
MANC 295												
MANC 296												

Grade Distribution Report
Fall 1991 Semester

Course	#	A	B	C	D	E	S	U	I	W	N	% Passing
MANC 102	26	7	4	2	4	3				6		65
MANC 107	114	39	36	16	4	9			2	8		83
MANC 108	19	5	5	6		3						84
MANC 109	27	10	10	6						1		96
MANC 141												
MANC 142												
MANC 150												
MANC 201	22	9	5	6	2							100
MANC 202												
MANC 203												
MANC 211	16	12	4									100
MANC 231	7	1	3	2						1		86
MANC 232	5	1	2							2		60
MANC 233	3	1	1		1							100
MANC 235												
MANC 236	4						4					100
MANC 237												
MANC 251 (was MANC 205)	12	5	2	4						1		92
MANC 252 (was MANC 208)	5	3	2									100
MANC 253 (was MANC 212)	4	2	1							1		75
MANC 290	13	4	8							1		92
MANC 295	1								1			0
MANC 296	3						2		1			67

Grade Distribution Report
Winter 1992 Semester

Course	#	A	B	C	D	E	S	U	I	W	N	% Passing
MANC 102												
MANC 107	97	36	32	15	5	4				5		91
MANC 108	55	13	21	10	2	5			3	1		84
MANC 109	16	7	4		2	1				2		81
MANC 114	21	7	6	3		2				3		76
MANC 141												
MANC 142												
MANC 150												
MANC 201	22	9	9	4								100
MANC 202	23	1	10	7	4					1		96
MANC 203	2	2										100
MANC 211												
MANC 220	2		1	1								100
MANC 231	9	3	2	2		1				1		78
MANC 232	7	2	4	1								100
MANC 233	4	1	2	1								100
MANC 235	2						2					100
MANC 236	5						4	1				80
MANC 237												
MANC 251 (was MANC 205)	11	4	2	1	2	2						82
MANC 252 (was MANC 208)	11	4	5	1	1							100
MANC 253 (was MANC 212)	8	3	2	2	1							88
MANC 290												
MANC 295	1								1			0
MANC 296	2						2					100

Grade Distribution Report
Fall 1992 Semester

Course	#	A	B	C	D	E	S	U	I	W	N	% Passing
MANC 102	28	11	3	5	2	2				5		75
MANC 107	137	44	43	13	5	9			19	4		77
MANC 108	38	9	10	7	7	3			2			87
MANC 109	23	7	11	1	1	1				2		87
MANC 140	9						9					100
MANC 141												
MANC 142												
MANC 150	24	20	1	2					1			96
MANC 201	10	7	3									100
MANC 202	10	1	3	3	2				1			90
MANC 203	24	11	9	4								100
MANC 211	31	27	4									100
MANC 231	7		4	3								100
MANC 232	9	3	3	2	1							100
MANC 233	5		3	2								100
MANC 235	1						1					100
MANC 236	4								4			0
MANC 237	2						2					100
MANC 251	4		3	1								100
MANC 252	7	3	3		1							100
MANC 253	9	2	3	4								100
MANC 290	6	2	2	1					1			83
MANC 295	2						1		1			50
MANC 296	2						1		1			50

Grade Distribution Report
Winter 1993 Semester

Course	#	A	B	C	D	E	S	U	I	W	N	% Passing
MANC 102												
MANC 107	135	54	26	17	6	10			2	9	1	84
MANC 108	83	25	23	20	3	2			1	8	1	87
MANC 109	26	3	11	7	1	4						84
MANC 114	27	11	7	4						5		81
MANC 141	14						13	1				93
MANC 142	2						2					100
MANC 150	13	10	1	1						1		92
MANC 201	24	8	11	1		1				3		83
MANC 202	8		5	1	1	1						88
MANC 203												
MANC 211												
MANC 231	12	1	7	4								100
MANC 232	9		4	4	1							100
MANC 233	6	3	2	1								100
MANC 235	1						1					100
MANC 236												
MANC 237	1						1					100
MANC 251	9		8							1		89
MANC 252	4		1	2	1							100
MANC 253	8	1	6		1							100
MANC 290												
MANC 295	3						2		1			67
MANC 296	3						1		2			33

Form 0.18
Student Completion Rates

1. **3-year student completion rates.**
   This information is impossible to provide because we do not keep these statistics.

Form 0.19
Licensure/Standardized Test Performance

Name of exam: Quality Assurance Screening (state of Michigan)				
Completion Year	# Taking Test	# Passing	Average Score	National Mean
1993	112	79 (71%)*	N/A	N/A
1992	84	52 (62%)	N/A	N/A
1991	76	44 (58%)	N/A	N/A

* "Passing" indicates receipt of *any* QA level: I, II, or III

Name of exam: Registry of Interpreters for the Deaf Certification (national)				
Completion Year	# Taking Test	# Passing	Average Score	National Mean
1993	1	1	Pass	
1992	1	1	Pass	≈60% pass rate
1991				

Form 0.20
Student/Employer Follow-up Evaluations

1. **Number and percentage of job-related employment by students.**
   See attached.

2. **Percentage of employers' ratings.**
   See attached.

3. **Preparation of MCC program completers.**
   See attached.

4. **Percentage of students' ratings.**
   See attached.

5. **PROE student survey.**
   See attached.

Form 0.21
Admissions and Placement

1. **Admissions criteria.**

Any student is allowed to take the ASL courses.

Prerequisites for admission to the Interpreter Training Program are:

- 10th grade reading level
- "intermediate sign language skills"

We are currently attempting to increase the minimum requirements for the *Interpreter Training degree* while making provision for students who do not meet the increased requirements to obtain a Deaf Studies degree. That information is included in the Form 1A's in the Appendix (under Form 0.4).

2. **Courses in which enrollment depends on assessment/placement tests.**

Students entering with intermediate skills must complete an informal assessment to determine course level. We are in the process of developing a screening instrument to use with students as a priority ranking for the interpreting sections (we have more students than seats).

3. **Alternative credits or courses.**

- Re independent study: this course is used for students who wish to pursue study of an advanced topic not offered in the curriculum.
- Re credit by exam: it is fairly common for students to take credit by exam for ASL I and II courses. It is very rare for students to take any other courses CBE.
- Re transfer credits: transfer credits are accepted from similar courses at other colleges (they might count only as "elective," depending on the course).
- Re waived courses: advanced students are offered the option of waiving the lower ASL courses or taking them CBE, depending on the student's individual needs.

Form 0.22
Facilities and Equipment

1. **Facilities adequate to support the program.**

With the addition of the dedicated classroom/lab, the classroom situation has been improved immensely. Although crowded, there is space for the students to work effectively. It would be convenient to have same-time sign language classes offered in nearby rooms so the classes could more easily share the lab space.

One office space (with two filing cabinets and one storage cabinet) for 15 faculty members is severely inadequate. There is not enough room for everyone to sit down, nor is there space or privacy for an Instructor-student meeting. This is *not* conducive to good instruction!

Additional faculty comments:

- 14 students in the classroom is the perfect number!
- More office space is desperately needed. The office is small and the faculty are crammed into it. We need more desks and space.
- There is no space available for part-timers to do their office hour work. Classrooms should be closer to the lab room so the students can use the equipment. Some classrooms have tables, which are not suitable for ASL instruction -- we need tablet arm chairs.
- No problem for me.
- Office space is far too limited. Not enough storage cabinets and filing cabinet space -- which leads to poor organization. 16 Instructors in one hole-in-the-wall office with 2 desks and a rickety table is perceived as dangerous: no place to work, too many people, things, dogs (guide dog), carts (Amigo), books, etc. to trip over. No private place for student conferences. Supplies in teachers' "common law" desk are never available or replaced. (Instructors' problem may be due to a lack of pride since many may feel unwanted on the campus?!) Lab room is a *definite* improvement over VLC and other similar "step-child" situations.
- The faculty office needs more room for the other Instructors to use and store equipment. Now we have CM 2101 (lab room) -- it's really great!
- Teachers often have to walk great distances between classrooms for the next class.
- The lab which I use for teaching ASL I is excellent.
- The facilities at the branches (Lapeer and Fenton) are *not* adequate. ASL teachers are assigned classrooms with tables. This obstructs full participation because the students can't observe each other.
- As compared to other colleges I have worked at, MCC's ITP office is great. We have access to various books, equipment, activities, etc. My classrooms so far were satisfactory. The office space works fine for me.

2. **Adequate equipment.**

The equipment purchased with Perkins monies has met our needs very well. More equipment is expected which will "round out" our needs.

Additional faculty comments:

- We have access to the copier machine and transparencies at all times, but we do not have any word processors.
- Most equipment is *ancient*!

- We have VCRs, TV, videotapes, etc.
- The equipment is good for a starter.We now have equipment in the new lab room and the computer in the office is available to ITP students for work.
- I have no problem contacting IMS or else I use the equipment in CM 2101.
- Much improved this semester. We still need more storage cabinets, more videotapes, copies of videotapes/cassettes are low, especially in high-enrollment semesters.
- I would like to develop a simulation/interactive computer program -- we would have to hire someone to do the programming.
- I need keys to open the lab room and equipment room to get the camcorder.
- Equipment is fine now that we have the lab room.
- Some equipment needs to be updated.
- I would like to have an interpreter on the first day of class and at the end of the semester to allow students to feel at ease and to collect more information.
- The new lab is really well-equipped and conducive for instruction.

3. Equipment up-to-date.

Equipment is up-to-date and reflects equipment used in business in industry. In many ways, it is more advanced than equipment available in other locations!

Additional Instructor comments:

- We need to revise the tapes for interpreter lab classes and also for ASL 1-6. We need to prepare scripts for some tapes that we have already made.
- MCC has WordPerfect and other programs which are currently used.
- The equipment is up-to-date -- like videos, TV monitors, playback units, audio tape recorders, and camcorders.
- The new equipment allows easy access and availability for students.
- Yes, but we need to get involved with interactive video for classroom use.
- The equipment at Fenton branch is up-to-date -- other locations are not.
- I would guess it is up-to-date. I am not familiar with modern technology.

4. Lab available.

Beginning ASL students use the Viewing Listening Center to watch videotapes. The use is approximately 5 students per week using the facilities plus 150-200 items checked out per semester.

Advanced ASL students and interpreting students use the lab for classroom, practice, and check-outs. We have not tracked student use in this first semester.

Additional faculty comments:

- I haven't used any of the labs during my instruction.
- The branches need laminating machines.
- We need to cover the hold in the video booth of CM 2101. It is hazardous to our health and to the health of our equipment.
- The lab serves all levels of ASL students from I through VI plus the students in ITP.
- It is easy to get equipment for class use.
- All of the students in the lab have access to the facilities. Even when a faculty member wishes to use the equipment for a student in a different course, the program is *very* accommodating to share its facility and equipment.

5. Student evaluation of materials and equipment.

Students are very pleased at having their "own space" in which to study. The part-time Work Study student working in the lab has provided excellent service. There is still a need for more videotaped materials to be *developed* (there is nothing on the market that meets the need).

Additional faculty comments:

- Don't know.
- I have no information.
- Unknown.
- Comments re Work Study student in the Lab room: she is excellent! dependable, knowledgeable, and an organized worker. We need more time from her, though.
- Comments re the Lab room: it is much improved over previous environments. Students are generally well-pleased.
- We need to have lab personnel and materials for ITP students.

FORM O.23

FINANCIAL RESOURCES

	Fiscal Year			3 Year Total	3 Year Average
	92-93	91-92	90-91		
1. TOTAL STUDENT HOURS					
A. Credit Hours	2613	2093	1973	6679	2226
B. Contact Hours	2700	2128	2003	6831	2277
2. EXPENDITURES					
A. 2100 Salaries & Fringe Benefits	149,650	155,401	122,225	427,276	142,425
B. 2200 Maintenance & Contract Services	1030	384	36	1450	483
C. 2300 Supplies & Print/Duplicating	3369	3407	2701	9477	3159
D. 2400 Rental Equip, Space	0	0	0	0	0
E. 2500 Travel, Telephone, Professional Develop.	1258	1815	228	3301	1100
F. Equipment (Capital Outlay)					
G. Other Program Expenditures (Specify) (postage & misc. food)	201	231	306	738	246
TOTAL EXPENDITURES	155,508	161,238	125,496	442,242	147,413
3. COSTS					
A. Cost per student credit hour	$59.51	77.04	63.61	200.16	66.72
B. Cost per student contact hour	$57.60	75.77	62.65	196.02	65.34

FORM 0.23 (Cont'd)

FINANCIAL RESOURCES

	Fiscal Year 92-93	Fiscal Year 91-92	Fiscal Year 90-91	3 Year Total	3 Year Average
4. GENERAL FUND BUDGET					
A. 2100 Salaries & Fringe Benefits	$161,269	129,874	59,249	350,392	116,797
B. 2200 Maintenance & Contract Services	0	0	0	0	0
C. 2300 Supplies & Print/Duplicating	1744	1744	0	3488	1163
D. 2400 Rental Equip, Space	0	35	0	35	12
E. 2500 Travel, Telephone, Professional Develop.	383	433	0	816	272
5. OTHER REVENUE SOURCES					
A. Voc-Ed Reimbursement					
B. Equipment (Capital Outlay)					
C. Grants (Specify)					
D. Other Area Revenues (Specify)					
TOTAL BUDGET/REVENUES					

6. Does the program generate revenue? Explain.
   Yes, the Manual Communications program generates revenue by tuition of students.

7. Is the budget adequate to meet needs? Explain.

8. What activities should you be doing which are not possible without additional revenue? Explain.

Form 0.23
Financial Resources

7. Budget adequate to meet needs?

The budget is not adequate to meet our needs. The current budget is appropriate to a small program with a few classes, not to a program this size. The other two similar programs in the state both employ a full-time administrator and full-time secretary. This program is being run on 6 release hours (12 hours per week) *officially*; unofficially, the Coordinator spends many, many more hours than that each week. Since the Coordinator is only 2/3 Interpreter Training, that means that **this program does not even have ONE full-time faculty member!!!!!**

8. Activities which require additional revenue.

NOTE: Students hold fund-raisers
to purchase materials for the program!

Instruction

- More classes on- and off-campus
- Train more Instructors in ASL and interpreting teaching techniques.

Curriculum Purchase/Development

- Purchase commercial video materials to supplement learning.
- Produce our own videotapes where commercial materials not available.

Community Service

- Provide distance learning via any combination of interactive video, CODEC, correspondence.

Form 0.24
Program Strengths/Effectiveness

1. **Strengths of the program.**
   - Most of the educational interpreters at all public schools within 60 miles of Flint were trained at Mott.
   - Mott employs the largest number of deaf persons in a professional capacity of any institution in Michigan (Michigan School for the Deaf only has a few deaf *teachers*; there are many support personnel who are deaf, however. GM also employs deaf line workers.)
   - Mott provides many hours of low-cost interpreting and/or communicating services to area organizations. *get stats
   - Mott's unique course schedule provides commuting students an opportunity to complete the program by coming only two days a week. (Students have come from 90 miles away; a 60 mile commute is common.)
   - Mott has trained <u>thousands</u> of people to *communicate* (as opposed to interpreting) with customers, clients, and patients on a one-on-one basis.
   - Mott Instructors and graduates provide formal sign language and/or interpreter training at the following institutions:
     - General Motors
     - Michigan School for the Deaf
     - Jordan College
     - Delta College
     - Saginaw Valley State University
     - Mid-Michigan Community College
     - Kirtland Community College
     - Andrews University
     - Michigan Department of Education Interpreter Training (roving program)

     Most of these programs also use the materials that Mott has developed. There are undoubtedly other courses being taught about which we are not aware.

2. **Recommendations for maintaining/strengthening program.**
   - *Hire adequate faculty and staff to run the program effectively.* (We cannot handle the current demand with the number of Instructors available, and we have hired almost every deaf person in the area who has <u>any</u> kind of degree, regardless of teaching expertise! In addition, we desperately need Instructors of *interpreting*, which is an entirely different skill than teaching American Sign Language!)
   - Establish a formal distance learning program (responsibility of a full-time faculty member!)
   - Require all Instructors to obtain training in pedagogy and language teaching techniques.
   - Obtain funding to (1) replace cassettes and videos that will soon break and
   - *After* those items have been accomplished, *begin* advertising the program.

Form 0.25
Areas of Projected Change/Improvement

1. **Major needs for improvement.**
   - Hire full-time faculty.
   - Hire full-time faculty.
   - Hire full-time faculty.
   - Hire full-time faculty.
   - Hire full-time faculty. There! Five times for good measure. Maybe we can get one or two out of the five recommendations!
   - Prepare additional curriculum materials for the advanced ASL and interpreting classes.

Dean's Response _____

_____

_____

2. **Action plan for program improvement.**
   - Ask for full-time faculty.
   - Ask for full-time faculty.
   - Ask for full-time faculty.
   - Ask for full-time faculty.

   and, last but not least. . .
   - **Ask for full-time faculty.**
   - Request monies for curriculum development activities during the next grant period.

   Additional Comments.
   We need some full-time faculty.

Dean's Response _____

_____

_____

Additional Comments _____

_____

_____

Form 0.26
Process Evaluation

1. **Instructions clear?**
   Yes, the instructions were clear and understandable.

2. **Difficult to gather data?**
   I knew the answers to many of the general questions. The statistics and other information we difficult to gather only in that there is no support system in place to assist with the gathering and compiling of the statistics. My Work Study student gathered some of the data, but she has other duties which fill her time. The process would have been much easier if the Perkins Act provided monies for the compilation of the data!

3. **Parts unnecessary or redundant?**
   No, it appeared to cover the area fully. From what I heard, previous evaluation packets gave far less guidance. This one is clear and precise.

4. **Information not asked for?**
   The Review does not ask for any statistics on the service that our students do in the community. (This information might not be relevant to other occupational programs, but it is to ours.) That information for our students is included in the Appendix.

5. **Impression of this process.**
   Personal opinion of Coordinator -- person who prepared the report. This evaluation will only be useful if someone actually reads it AND takes action on the recommendations. I am already fully aware of the strengths and weaknesses of the program. Over the years, I have written *many* memos, both solicited and unsolicited, which delineate the same issues I have *re*-addressed in *this* evaluation. I have attached several of these memos as evidence of my continuing concern that this be a successful program.

   No action has ever been taken before. Will any action be taken now?

Appendices

Source Form #	Attachment
0.1 - 4	Statistics on Requests for Student Interpreters Processed through ITP
	Statistics on Student Community Services
0.3 - 1	Curricular Guides and Catalog Descriptions/Promotional Materials
0.4 - 1	Course Outlines and Curriculum Revisions (1988-1993)
0.5 - 1	Sequence of Courses for Degrees
0.5 - 6	Multi-Year Schedule
0.5 - 7	ITP Program Statistics (Enrollment, Section Offerings, Staffing)
	ITP Section Counts by semester
0.6	Statistical Graphs:
	· Geographical Student Representation, Fall 1992-Winter 1994 by semester
	· ITP Section Counts, graph
	· Enrollment Statistics by semester Fall 1990-Winter 1994: Sections, Counts, Credits, FTE instructors, Section count by instructor status
	· Instructor Competencies
	· Full-time, Part-time, Overload
0.9 - 1	Results of Initial Needs Assessment to Obtain Vocational Status
	Labor Market Survey (faculty member's master's degree work)
0.9 - 2	Data from MCC Offices
0.9 - 3	ITP Graduate Certification and Employment Status
	Data from MCC Offices
0.10 - 1	Advisory Committee Members
	Agenda of 1994 meeting
0.10 - 3	Advisory Committee Survey Results
0.13 - 4	Program Coordinator's Responsibilities
	Distribution of Phone Calls (Coordinator Responsibility)
0.14 - 1	Instructor Statistics
	· ITP Total Number of Instructors, graph
	· ITP Instructors by category, graph
	· ITP Full-Time Equated Positions, graph
0.16	Student Demographics
	· ITP Residency by County, graph
	· ITP Program Inquiries -- Info packets sent by mail, graph
	· ITP Student Ages, graph
	· ITP Student Headcount, graph
0.20 - 5	Student Survey Results
0.24 - 2	Student Academic Achievement Assessment Plan (req'd by North Central Accred Assn)
0.26 - 5	Memos regarding my concerns (representative sample)
	· August 1988 Report to Dean
	· November 1988 NCAA Self-Study
	· November 1988 NCAA Instructional Support
	· November 1989 Needs for graduate level ASL classes
	· November 1992 Need for expanded training opportunities
	· February 1994 Need for Full-Time Coordinator
	· February 1994 Justification of Coordinator Responsibilities

ITP Student Interpreter Requests

Number of Requests Processed through ITP Office

Year	Educational	Non-educational
1983-84	55	13
1984-85	44	1
1985-86	32	14
1986-87	15	4
1987-88	23	20
1988-89	38	20
1989-90	20	21
1990-91	26	18
1991-92	23	17
1992-93		
1993-94		

This does not include interpreting requests that were made directly with individual students.

ITP Students' Community Service for 1993
by Self-Report*

* Since the statistics are gathered by students' self-report, there may be a fair amount of error. This error, however, would be toward the *low* side (underestimated) rather than the high side. Students forget to turn in their statistics! ☺

Month	Communicating (1 on 1)				Interpreting (for 2 other people)				Totals
	Educational		Non-educational		Educational		Non-educational		
	0-30*	> 30	0-30	> 30	0-30	> 30	0-30	> 30	
January	32.5	18	12	42	21	61.5	67	5	259.00
February			9.25		13	84	19.25		125.50
March		13.25	35.85	3.5	17.75	21		1.25	92.60
April			9.5	.25				1.25	11.00
May			11	10			17		38.00
June			9	6	16		11		42.00
July			9	40			10	1	60.00
August			10.5	128			17	18	173.50
September	7				7.5			2.25	16.75
October	27.5	15		25	19.5	20		18.75	125.75
November									0.00
December									0.00
	67.00	46.25	106.10	254.75	94.75	186.50	141.25	47.50	944.10

* Distance from Mott College where the service occurred.

ITP Students' Community Service for 1992 by Self-Report*

* Since the statistics are gathered by students' self-report, there may be a fair amount of error. This error, however, would be toward the *low* side (underestimated) rather than the high side. Students forget to turn in their statistics! ☹

(1st partial year of reporting)

Month	Communicating (1 on 1)				Interpreting (for 2 other people)				Totals
	Educational		Non-educational		Educational		Non-educational		
	0-30*	> 30	0-30	> 30	0-30	> 30	0-30	> 30	
May 92	6	80	24	15	69		74.75	6.5	275.25
June 92			40	27.5	18		28.75	1.5	115.75
July 92			8	4			45	.5	57.50
Aug 92	4	30	28.5		11		17.5	3.5	94.50
Sept 92	1	160	2	8	27	32.5	36		266.50
Oct 92	12.5				29	.5	38		80.00
Nov 92							35		35.00
Dec 92				10	69		5		84.00
									0.00
	23.50	270.00	102.50	64.50	223.00	33.00	280.00	12.00	1,008.50

* Distance from Mott College where the service occurred.

Deaf Studies
Certificate of Achievement

Humanities Advisors • Office: CM 1026 • Phone: 782-0331

This program enables students to learn sign language and deaf culture and apply this knowledge toward another vocational area. Potential employers frequently give higher priority to those who know sign language.

Students taking courses toward this certificate learn about all aspects of deafness. Sign language is a top priority. Three semesters of American Sign Language (ASL), the language of the American deaf community, are required. While learning the language, students also learn about the culture of the deaf community and how deafness affects a person's everyday life.

Students completing this program will have basic conversational competence. Those who wish to become interpreters may continue with more advanced coursework.

GENERAL REQUIREMENTS	CREDITS	
ENGL 101 - English Composition	3	
ENGL 102 - English Composition **or**	3	
ENGL 105 - Writing for Business, Industry and Technology	3	
		6
SPECIFIC REQUIREMENTS		
MANC 102 - Orientation to Deafness	3	
MANC 107 - American Sign Language I	3	
MANC 108 - American Sign Language II	3	
MANC 109 - American Sign Language III	4	
MANC 114 - Psychological and Sociological Implications of Deafness	3	
		16
ELECTIVES		8
	Total:	30 credits

03 #1

DEAF STUDIES
ASSOCIATE IN APPLIED SCIENCE

Humanities Advisors • Office: CM 1026 • Phone: 782-0331

This program prepares students for occupations that require sign language skills, but not interpreting skills. Teachers, social workers, group home managers or workers, and public sector employees might find this degree beneficial.

All students must complete Category I. Students who started classes Fall '92 or after must also complete Categories II, III, IV.

GENERAL EDUCATION REQUIREMENTS		CREDITS
Category I. 10 credits total - not to be used in Category II, IV		
ENGL 101 -	English Composition	3
ENGL 102 -	English Composition **or**	3
ENGL 105 -	Writing for Business, Industry and Technology	3
PSCN 171 -	Introduction to American Government	4
		10

Category II. At least one course in each of the following categories: (Multicultural/Ethnic Studies courses may also apply to Humanities or Social Sciences if they are listed there.)

Note: The courses/sections recommended in Categories II and IV are also applicable in the Specific Requirements. Other approved courses/sections may also apply.

A. **Humanities or Social Science courses:** Recommended: MANC 107, 108, 109, 201

B. **Natural/Technical Laboratory Science courses:** Select from approved courses identified in class schedule booklet.

C. **Multicultural/Ethnic Studies courses:** Select from approved courses identified in class schedule booklet.

Category III. Demonstrate Math 101 eligibility by Placement Test or completeMath 021 (or MATH 101 or a higher mathematics course, or PHSM 094 or a higher technical mathematics course, or BUSN 106 or FMG. 104).

Category IV. Writing and Computer Use Requirements:

A. **Writing Across the Curriculum:** Recommended: approved sections MANC 114

B. **Computer Use: Recommended:** approved sections MANC 237

SPECIFIC REQUIREMENTS (Courses which will meet various General Education Requirements are identified - see abbreviation key at bottom of page.)

	OCCUPATIONAL SPECIALTY		
	MANC 102 -	Orientation to Deafness	3
h	MANC 107 -	American Sign Language I	3
h	MANC 108 -	American Sign Language II	3
h	MANC 109 -	American Sign Language III	4
*w	MANC 114 -	Psychological & Sociological Implications of Deafness	3
	MANC 141 -	Interactive Communication Laboratory I	1
	MANC 142 -	Interactive Communication Laboratory II	1
	MANC 150 -	Pre-Interpreting Survey	3
h	MANC 201 -	American Sign Language IV	4
	MANC 203 -	Professional Responsibility	2
	MANC 211 -	Introduction to Deaf Community Resources	2
*c	MANC 237 -	Practicum in Deaf Studies	2
	MANC 251 -	Interpreting Laboratory I **or**	3
	MANC 231 -	Sign-to-Voice Interpreting I	3
			34

ELECTIVES Total 62 credits

Plus credits for General Education Category II, III and IV, if needed

*See class schedule booklet for approved sections.

GENERAL EDUCATION CATEGORIES: **c** = Computer Use; **h** = Humanities; **l** = Natural/Technical Laboratory Sciences; **m** = Multicultural/Ethnic Studies; **s** = Social Sciences; **w** = Writing Across the Curriculum

INTERPRETER TRAINING
ASSOCIATE IN APPLIED SCIENCE DEGREE

Humanities Advisors • Office: CM 1026 • Phone: 782-0331

This program is designed to assist students in developing skills in interpreting for the deaf. An interpreter facilitates communication between the deaf and hearing-impaired populations and the hearing population. Interpreters must be fluent and competent in English, American Sign Language, the various manually coded English systems (MCE), and techniques of interpreting in both regular and special situations. Students should also have a working knowledge of the Registry of Interpreters for the Deaf (RID) Code of Ethics.

All students must complete Category I. Students who started classes Fall '92 or after must also complete Categories II, III, IV.

GENERAL EDUCATION REQUIREMENTS		CREDITS
Category I. 10 credits total - not to be used in Category II, IV		
ENGL 101 -	English Composition	3
ENGL 102 -	English Composition	3
PSCN 171 -	Introduction to American Government	4
		10

Category II. At least one course in each of the following categories: (Multicultural/Ethnic Studies courses may also apply to Humanities or Social Sciences if they are listed there.)

Note: The courses/sections recommended in Categories II and IV are also applicable in the Specific Requirements. Other approved courses/sections may also apply.

A. **Humanities or Social Science courses:** Recommended: MANC 107, 108, 109, 201, 202

B. **Natural/Technical Laboratory Science courses:** Select from approved courses identified in class schedule booklet.

C. **Multicultural/Ethnic Studies courses:** Select from approved courses identified in class schedule booklet.

Category III. Demonstrate Math 101 eligibility by Placement Test or complete Math 021(or MATH 101 or a higher mathematics course, or PHSM 094 or a higher technical mathematics course, or BUSN 106 or FMG. 104).

Category IV. Writing and Computer Use Requirements:

A. **Writing Across the Curriculum:** Recommended: approved sections MANC 114

B. **Computer Use**: Recommended: approved sections MANC 235, 236

SPECIFIC REQUIREMENTS (Courses which will meet various General Education Requirements are identified - see abbreviation key at bottom of next page.)

	MANC 102 -	Orientation to Deafness	3
h	MANC 107 -	American Sign Language I	3
h	MANC 108 -	American Sign Language II	3
h	MANC 109 -	American Sign Language III	4
*w	MANC 114 -	Psychological and Sociological Implications of Deafness	3
h	MANC 201 -	American Sign Language IV	4
h	MANC 202 -	American Sign Language V	4
	MANC 203 -	Professional Responsibility	2
	MANC 211 -	Introduction to Deaf Community Resources	2
	MANC 231 -	Sign-to-Voice Interpreting I	3
	MANC 232 -	Sign-to-Voice Interpreting II	3
	MANC 233 -	Sign-to-Voice Interpreting III	3
*c	MANC 235 -	Practicum in Educational Interpreting	2
*c	MANC 236 -	Practicum in Free-Lance Interpreting	2
	MANC 251 -	Interpreting Laboratory I (formerly MANC 206)	4
	MANC 252 -	Interpreting Laboratory II (formerly MANC 208)	4

MANC 253 -	Interpreting Laboratory III (formerly MANC 212)	4
MANC 295 -	Field Work in Educational Interpreting	2
MANC 296 -	Field Work in Free-Lance Interpreting	2
		57

NOTE: 2.0 GPA required in lecture courses

ELECTIVES

Total: 67 credits

Plus credits for General Education Category II, III and IV, if needed.

*See class schedule booklet for approved sections.

NOTE: This outline of courses does not fulfill the requirements for the first two years of a four-year program. Students planning to transfer to another college to complete a four-year degree program should consult the guide of the four-year college for specific requirements.

GENERAL EDUCATION CATEGORIES: **c** = Computer Use; **h** = Humanities; **l** = Natural/Technical Laboratory Sciences; **m** = Multicultural/Ethnic Studies; **s** = Social Sciences; **w** = Writing Across the Curriculum.

Curricular Guides

MOTT COMMUNITY COLLEGE

INTERPRETER TRAINING PROGRAM
Associate in Applied Science Degree

Language Advisors
Office: CM 1026
Phone: 762-0331

This program is designed to assist students in developing skills in interpreting for the deaf. An interpreter facilitates communication between the deaf and hearing-impaired populations and the hearing population. Interpreters must be fluent and competent in the English language, the American Sign Language, the various manually coded English systems (MCE), and techniques of interpreting in both regular and special situations. Students should also have a working knowledge of the Registry of Interpreters for the Deaf (RID) Code of Ethics.

GENERAL REQUIREMENTS	**CREDITS**
ENGL 101 - English Composition	3
ENGL 102 - English Composition	3
PSCN 171 - Introduction to American Government	4
	10
SPECIFIC REQUIREMENTS	
OCCUPATIONAL SPECIALTY	
MANC 102 - Orientation to Deafness	3
MANC 107 - American Sign Language I	3
MANC 108 - American Sign Language II	3
MANC 109 - American Sign Language II	4
MANC 114 - Psychological and Sociological Implications of Deafness	3
MANC 201 - American Sign Language IV	4
MANC 202 - American Sign Language V	4
MANC 203 - Professional Responsibility	2
MANC 205 - Interpreting Laboratory I	3
MANC 208 - Interpreting Laboratory II	3
MANC 211 - Introduction to Deaf Community Resources	2
MANC 212 - Interpreting Laboratory III	3
MANC 231 - Sign-to-Voice Interpreting I	3
MANC 232 - Sign-to-Voice Interpreting II	3
MANC 233 - Sign-to-Voice Interpreting III	3
MANC 235 - Practicum in Educational Interpreting	2
MANC 236 - Practicum in Free-Lance Interpreting	2
MANC 295 - Field Work in Educational Interpreting	2
MANC 296 - Field Work in Free-Lance Interpreting	2
	54
NOTE: 2.0 GPA required in lecture courses	
ELECTIVES	

Total: 64 credits

NOTE: This outline of courses does not fulfill the requirements for the first two years of a four-year program. Students planning to transfer to another college to complete a four-year degree program should consult the guide of the four-year college for specific requirements.

AB/dbs
8/91

Curricular Guides

MOTT COMMUNITY COLLEGE

DEAF STUDIES
Certificate of Achievement

Language Advisors
Office: CM 1026
Phone: 762-0331

This program enables students to learn sign language and deaf culture while applying those skills toward another vocational area. Potential employers frequently give higher priority to those who know sign language.

Students taking courses toward this certificate learn about all aspects of deafness. Sign language is a top priority. Three semesters of American Sign Language (ASL), the language of the American deaf community, are required. While learning the language, students also learn about the culture of the deaf community and how deafness affects a person's everyday life.

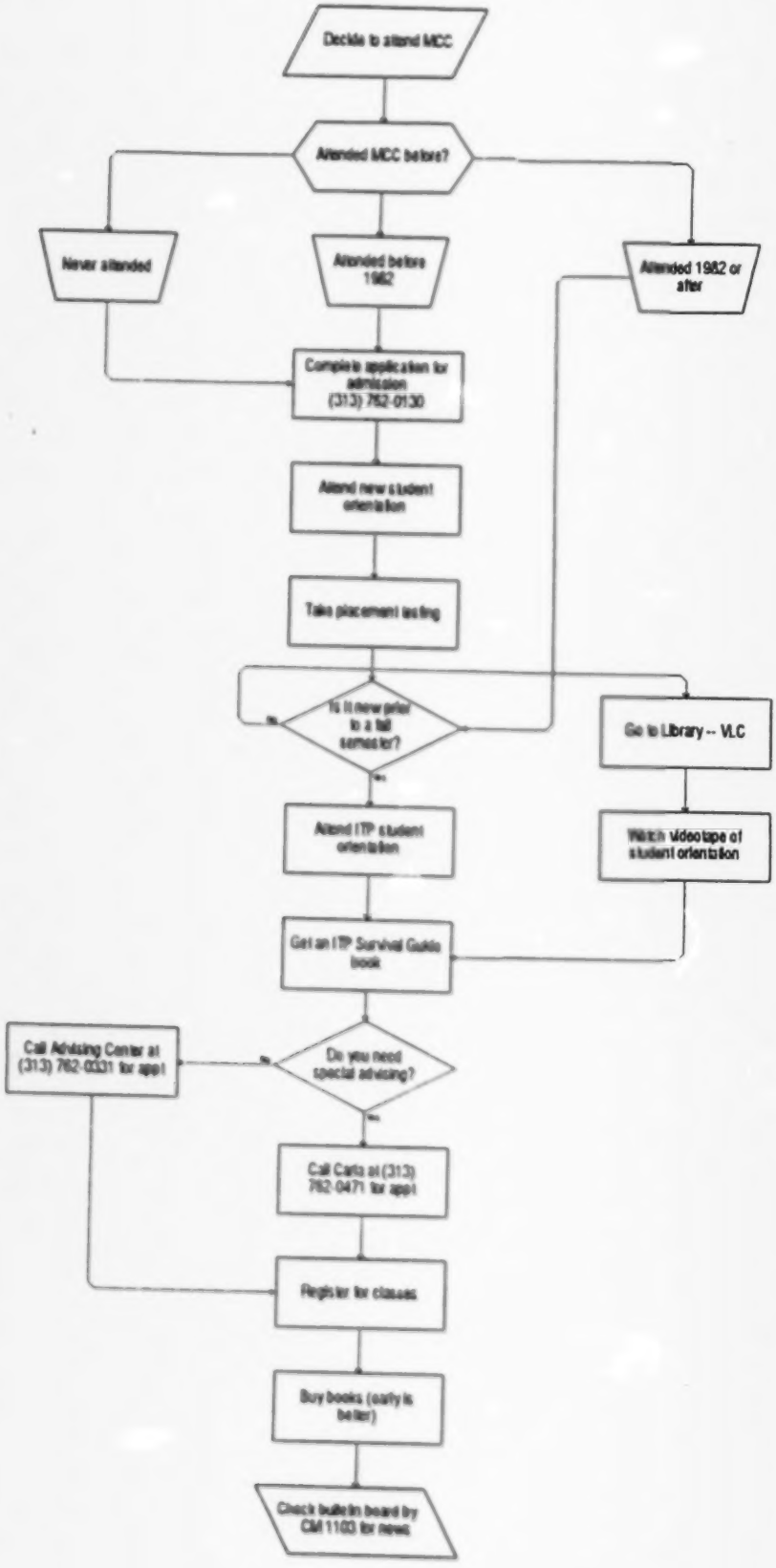
Students completing this program will have basic conversational competence. Those who wish to become interpreters may continue with more advanced coursework.

GENERAL REQUIREMENTS	**CREDITS**
ENGL 101 - English Composition	3
ENGL 102 - English Composition or	3
ENGL 105 - Writing for Business, Industry and Technology	3
	6
SPECIFIC REQUIREMENTS	
MANC 102 - Orientation to Deafness	3
MANC 107 - American Sign Language I	3
MANC 108 - American Sign Language II	3
MANC 109 - American Sign Language III	4
MANC 114 - Psychological and Sociological Implications of Deafness	3
	16
ELECTIVES	8
	Total: 30 credits

AB/dbs
8/91

"Promotional" materials

Interpreter Training Program
Admission and Registration


Decide to attend MCC
Attended MCC before?
Never attended
Attended before 1982
Attended 1982 or after
Complete application for admission (313) 782-0130
Attend new student orientation
Take placement testing
Is it new prior to a fall semester?
Go to Library -- VLC
Attend ITP student orientation
Watch videotape of student orientation
Get an ITP Survival Guide book
Call Advising Center at (313) 782-0331 for appt
Do you need special advising?
Call Carla at (313) 782-0471 for appt
Register for classes
Buy books (early is better)
Check bulletin board by CM 1103 for news

Course Syllabi

The courses have been divided into sections according to the type of course or content rather than following course numbers. This method of grouping allows closure on similar topics of instruction. The groupings include:

"Lecture" Classes:
MANC 102 -- Orientation to Deafness
MANC 114 -- Psy. & Soc. Implications of Deafness
MANC 203 -- Professional Responsibility
MANC 211 -- Intro. to Deaf Community Resources

American Sign Language Classes:
MANC 107 -- American Sign Language I *
MANC 108 -- American Sign Language II *
MANC 109 -- American Sign Language III
MANC 201 -- American Sign Language IV
MANC 202 -- American Sign Language V
MANC 290 -- American Sign Language VI

Interpreting Skills Classes:
MANC 150 -- Pre-Interpreting Survey +
MANC 205, 208, 212 -- Interpreting Laboratory I-III
MANC 231, 232, 233 -- Sign-to-Voice Interpreting I-III

Practicum-Experience Classes:
MANC 235/6 -- Practicum
MANC 295/6 -- Internship

* These two courses are prerequisites to the program, but their Syllabi have been included since they are part of the vocational portion of the program.

+ This course is a strongly-recommended elective, therefore its Syllabus has also been included in this packet.

NOTE: The Syllabi for non-program classes, English and Political Science, are not included in this proposal (per the Department of Education's instructions).

"Lecture" Classes

ManC 102 -- Orientation to Deafness
ManC 114 -- Psychological and Sociological Implications of Deafness
ManC 203 -- Professional Responsibility
ManC 211 -- Intro. to Deaf Community Resources

The courses that we term "lecture" courses are actually a combination of lecture, research, and discussion. The first two cover all major aspects of deafness, both from the viewpoints of deafness: as a medical disability and as a unique sub-culture. Students are expected to know the authors and research in the field and to be able to speak about their work intelligently.

The third course, "PR", deals with the ethical and professional issues of interpreting. Many hypothetical situations are discussed, and role-play is common.

The "DCR" class is unique in that representatives of agencies serving the deaf, many of whom are deaf themselves, come to the class to discuss their programs (and their lives). Students are unanimous in their belief that this is one of the most important and beneficial courses in the curriculum!

Course Syllabus

Background Information

Course Name: Orientation to Deafness
Number: ManC 102 **Credit Hr:** 3 **Contact Hr:** 3
Prerequisite: None

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school. Contact ITP office for specific information.

Course Information

Course Description. Students gain insight into the common problems faced by deaf individuals, and also study audition, language development, and various methods of communication. The history of education and status of the deaf are also covered.

Course Objectives. At the end of the course, students will be able to:

[C3] Explain the hearing process, audiology, and causes of deafness
* Enumerate and explain the causes of deafness
* Read an audiogram for general informational purposes
[B1] Explain the historical development of the philosophies of deaf education and communications methodologies
[C1] Explain how deafness impacts a child and his family
* Explain the impact of age of onset of deafness on language
* Explain basic linguistic principles and theories of language acquisition, particularly as they impact deafness
* Explain ASL linguistic features, the characteristics of other signing systems, and use of non-verbal communication
* Delineate and explain English language structures that may impede communication with the deaf
[C2] Discuss the culture in the Deaf Community and appreciate their achievements, events, and language system using existing literature sources as a base of information
* Enumerate various events occurring in the local deaf community and in the area of deafness nationwide
[C6] Specify the rights of deaf persons and explain those rights in reference to specific legislation

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
- Sign Language and the Deaf Community, Baker and Battison
- ManC 102 Course Supplement
- Numerous in-class handouts
- Numerous articles and research reports available in Library

Main Topics:
- Physiology and Etiology of Deafness
- Onset of Deafness
- History of Deafness
- Language Development
- Linguistic Study of ASL
- Language Structures

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation criteria.
- Pencil-and-paper tests of theoretical knowledge
- Assessment of written homework assignments
- Assessment of out-of-class research/writing assignments
- In-class participation

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Major tests
Quizzes
Term paper
Class attendance
In-class participation
Homework exercises
Reports

Grading System.
90-100% . . . . A

80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
Aspects of Deafness

Week 2: Physiology of Deafness

Week 3: Etiology of Deafness

Week 4: Onset of Deafness
Aspects of Deafness
Three annotated bibliographies of specified material

Week 5: TEST
History of Deafness

Week 6: History of Deafness

Week 7: History of Deafness
Five annotations of specified material

Week 8: TEST
Language Development

Week 9: Language Development

Week 10: Language Development
Linguistic Study of ASL

Week 11: Linguistic Study of ASL
Optional Final exam

Week 12: Linguistic Study of ASL

Week 13: Linguistic Study of ASL
Two annotations from specified material
Submit one essay and one objective question for Final

Week 14: Language Structures
Legal Aspects of Deafness
Submit extra credit

Week 15: FINAL EXAM
Grades & Evaluations

Course Syllabus

I. Background Information

Course Name: Psychological & Sociological Implications of Deafness
Number: ManC 114 **Credit Hr:** 3 **Contact Hr:** 3
Prerequisite: None

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school. Contact ITP office for specific information.

II. Course Information

Course Description. Provides an extensive orientation to the psychological and sociological ramifications of hearing impairment and the implications in relation to the age of onset of hearing loss.

Course Objectives. At the end of the course, students will be able to:

* Discuss the ramifications of the word *deafness*
[C1] Describe the psychological aspects of deafness
* Specify the influence of attitudes on deaf persons' acceptance of their deafness
[C2] Characterize deafness from the cultural, as well as the medical, viewpoint
* Discuss the influence of deafness in a marriage and parenting situation
[C3] Explain how age of onset of deafness and amount of residual hearing affect the functioning of the individual
[D1] Compare and contrast the characteristics of normal human growth and development in both non-deaf and deaf (hearing impaired) children
* Describe the influence of maternal expectations on a deaf child's need to achieve
* Compare and contrast the "normal" and "abnormal" traits of deafness when considered from both the cultural and medical models
* Explain the influence of deafness on the psychological and sociological development of a deaf individual
[C4] Compare and contrast the psychological and sociological influences caused by multiple handicaps co-occurring with a hearing impairment
[C6] Specify the rights of deaf persons and explain those rights in reference to specific legislation
* Enumerate some of the mental health services available for the deaf

* Explain the laws regarding the employment of the deaf
[B5] Demonstrate understanding of the roles of teachers and school systems and interpreters' responsibilities
* Describe the assets and liabilities of various psychological tests used with a deaf population
* Discuss and evaluate the extensive research studies applied to the deaf population
* Explain the influence of deafness on the education of the deaf child
* Describe and evaluate the challenges the general community, parents, educators, and a deaf child can face in the mainstream setting
[B1] Compare and contrast the various communication modalities for their effectiveness, given a hypothetical set of circumstances

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
- Life After Deaf, Frederickson
- Addendum for ManC 114

Main Topics.
- Hearing loss, audition, and use of hearing aids and residual hearing
- Human growth and development, normal and abnormal, hearing and deaf
- Age of onset of deafness and physical effects upon the functioning of the individual
- Psychological effects of deafness
- Social ramifications of deafness
- Impact of education and communication system on the individual and effective methods of advocacy

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation Tools.
- Pencil-and-paper tests of theoretical knowledge
- Assessment of written homework assignments
- Assessment of out-of-class research/writing assignments
- In-class participation

Student Evaluation Criteria.
Major tests
Final Exam or Paper
Annotations
In-class participation
Class attendance

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
Psychological Aspects of Deafness -- Overall View
Sociological Aspects of Deafness -- Overall View

Week 2: Deafness -- Parents and Family

Week 3: Early Deaf Child
Assignment: Three Annotated Bibliographies

Week 4: Effects on Development

Week 5: Deafness -- Mental Health

Week 6: TEST
<u>Life After Deaf</u>
Assignment: Three Annotated Bibliographies

Week 7: Deafness -- Employment

Week 8: Psychological Tests

Week 9: Psychological Tests
Law and the Deaf
Assignment: Two Annotated Bibliographies

Week 10: TEST
Law and the Deaf
Assignment: Extra Credit due

Week 11: Law and the Deaf
Open Conferences / Preparation for Education Debate

Week 12: Deaf Culture
Deafness -- Education
Assignment: Submit exam questions

Week 13: Deafness -- Education

Week 14: Deafness -- Education
FINAL EXAM

Week 15: Grading/Discussion

Course Syllabus

I. Background Information

Course Name: Professional Responsibility
Number: MANC 203 **Credit Hr:** 2 **Contact Hr:** 2
Prerequisite: MANC 108

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently does not transfer. Contact ITP office for specific information.

II. Course Information

Course Description. Through a combination of lecture, discussion and research, students will become familiar with the terminology, procedures, and ethical/professional considerations relevant to the field of interpreting.
Course Objectives. At the end of this course, students will be able to:

[B2] State the tenants of the Registry of Interpreters for the Deaf's Code of Ethics, to understand the implications of each tenant, and to be able to apply them to hypothetical situations in a professional manner

[B2] Explain how the tenants of the Code of Ethics are properly applied to the educational interpreting situation

[B4] Intelligently discuss the field of interpreting as an emerging profession, including the range of interpreting opportunities and the extent of interpreter responsibilities

[B3] Describe the role of a professional interpreter and defend the appropriateness of their interpreting decisions in a hypothetical situation

* Comfortably simulate the role of interpreter in various interpreting settings as a result of extensive guided and modeled roleplay

* Explain and apply sound business practice for employee and self-employment situations (including hours, billing, bookkeeping, tax preparation, etc.)

[A10] Assess the language preferences and capabilities of potential clients

[A11] Modify language or communication output to match the needs or preferences of the client

[B5] Identify the roles of the various members of an educational "team" and explain how the interpreter fits into this concept of education

[B6] Explain the importance of the various educational support services which might be offered to a deaf child

[C4] Understand the special needs of multiply-handicapped deaf persons and adapt interpreting services to meet those needs

[C7] Explain the client/interpreter relationship and the changes that are necessary for various ages, relationships, or settings

* Discuss the need for professionalism and professional distance in the interpreter/client relationship

[C5] Explain the functions of the the agencies and organizations relevant to the interpreting field

[B1] Compare and contrast the various communication modalities

[C6] Describe legislation enacted for the benefit and/or detrimnent of deaf persons and comment on its impact

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
Interpreting, Sharon Newman-Solow

Main Topics.
- RID Code of Ethics and application
- Evaluation of clients
- Interpreting in various settings
- Interpreting for special populations
- Professional relationships

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Evaluation of written homework assignments
- In-class participation
- Evaluation of out-of-class research projects

Student Evaluation Criteria.

Mid-term Exam
Final Exam
Major tests
Term paper
Class attendance
Classroom participation

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are approximately average for a college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction

Week 2: RID Code of Ethics

Week 3: RID Code of Ethics

Week 4: TEST
Client evaluation

Week 5: Client evaluation

Week 6: Special settings

Week 7: Special settings

Week 8: Mid-term Exam

Week 9: Special settings

Week 10: Special populations

Week 11: Special populations

Week 12: Professional relationships

Week 13: Professional relationships

Week 14: Reports of term papers

Week 15: Reports of term papers
Final exam

Course Syllabus

I. Background Information

Course Name: Intro. to Deaf Community Resources
Number: MANC 211 **Credit Hr:** 2 **Contact Hr:** 2
Prerequisite: None

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently does not transfer. Contact ITP office for specific information.

II. Course Information

Course Description. Students will become familiar with the various human service agencies which serve the deaf population, both locally and nationally. Field observations and guest lectures may be arranged to help acquaint students with some of the various settings in which interpreters function.

Course Objectives. At the end of this course, students will be able to:

[C5] Name the human service agencies which serve the deaf population, both locally and nationally
[C6] Discuss the rights of deaf persons and the legislation adopted to promote or protect these rights
* Indicate that they have met individuals who work in those agencies
* Explain importance of having special workers who understand deafness and can sign ASL
* Speak comfortably about deafness and ask relevant questions of deaf professionals
[B2] Describe how interpreters most effectively fit into the network of services to the deaf

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.

There is no textbook for this class. However, students are asked to read a relevant book and write a report about that book. They also prepare summaries for each speaker's visit.

Main Topics.
- Overview of human service network
- Overview of special needs of deaf persons who use their services
- State and Local Agencies
  - Michigan School for the Deaf
  - Social Services for the Hearing Impaired
  - Group homes (local)
  - Michigan Rehabilitation Services
  - Division on Deafness
  - Michigan Commission on Handicapper Concerns
  - Michigan Hearing and Speech Association
  - Michigan Association for Deaf Citizens
  - Michigan Association of the Deaf
  - Flint Association of the Deaf)
  - Michigan Registry of Interpreters for the Deaf
- National Agencies and Organizations
  - Gallaudet University
  - National Technical Institute for the Deaf
  - National Association of the Deaf
  - Registry of Interpreters for the Deaf

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Evaluation of written homework assignments (speaker summaries and book report)
- In-class participation

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Class attendance
Classroom participation
Reports

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D

< 60% . . . . E

IV. Student Information

Content level. Reading material and course requirements are greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

The weekly outline varies with each semester. Typically, the course instructor meets with the students for the first two weeks. Agencies are studied individually during the next ten weeks (with one week off for a midterm exam). Speakers from the organization are brought in as often as possible. If this is not possible, the instructor delivers the lecture material about the agency in question. During the last three weeks, the instructor sums up the information provided by the speakers, presents additional material which needs to be covered, and tests the students' knowledge of the material learned.

American Sign Language Classes

ManC 107 -- American Sign Language I *
ManC 108 -- American Sign Language II *
ManC 109 -- American Sign Language III
ManC 201 -- American Sign Language IV
ManC 202 -- American Sign Language V
ManC 290 -- American Sign Language VI

The ASL courses use a variety of teaching materials, including textbooks, workbooks, study guides, Course Supplements (which have been developed and printed by the Program), and videotapes (used both in and out of class). Students focus on ASL rather than English, but do become involved in linguistic comparisons to the English language and Signed English in the higher-level classes.

* ManC 107 and 108, or equivalent skills, are prerequisites to admission to the Program. Many students will take these classes so their Syllabi have been included to show the continuity of training.

Course Syllabus

I. Background Information

Course Name: American Sign Language I
Number: ManC 107 **Credit Hr:** 3 **Contact Hr:** 3
Prerequisite: None

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently transfers as some type of credit. Contact ITP office for specific information.

II. Course Information

Course Description. Students gain insight into the common problems faced by deaf individuals, and also study audition, language development, and various methods of communication. The history of education and status of the deaf are also covered.

Course Objectives. At the end of the course, students will be able to:

* Understand and express about 500 vocabulary words (signs)
* Correctly explain and acceptably use the following grammatical concepts (as taught in the book)
  - subject pronouns
  - possessive pronouns
  - reflective pronouns
  - negation
  - question formation and correct response to wh-, yes/no and negative questions
  - simple past, present, and future tense
  - adjectives
  - agent suffix
  - classifiers of shape and size
  - directional verbs
  - sentence structures: O-S-V, S-V-O
  - imperative sentence structure
  - development of "time-specific" signs
  - use of cardinal numbers
  - personal pronouns incorporating number
  - simple plurals
  - wh- questions (who, what, when, where, why, which, how, what for, how-many/how-much_
* Demonstrate understanding of the major points of a simple story told using ASL
* Sign a simple story or idea using ASL
* Identify "signing space" and sign within it
* Comprehend and use limited extrasystemic gestures in ASL communication

* Apply mimetic elaboration prinicples to regular ASL lexical items
* Correctly execute the hand configurations for each letter of the English alphabet and the numbers 1 through 10
* Comprehend selected loan signs executed at normal speed (from a list studied in class)
* Distinguish between ASL and pidgin English, and explain the rules of each
* Explain some of the differences between the cultures of deaf and hearing people (from a list in the Course Supplement)
* Explain the concept of non-equivalent translations between languages (that is, a particular lexical item may not translate equivalently between languages)

* Since this course is a prerequisite to the program, none of the course objectives have been linked with a corresponding competency.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
A Basic Course in American Sign Language, Humphries
A Basic Course in Am. Sign Language, Student Study Guide, DeCapite
ASL I Course Supplement, in-house publication
ASL: Fact or Fancy,
Numerous handouts by individual instructors
Numerous videotapes for home view and practice

Main Topics.
- ASL vocabulary
- Basic sentence structures: statement, question, imperative
- Pronoun structure
- Subject-object use (Object-Subject-Verb structure)
- Adjectives
- Tense
- Directional verbs
- Deaf culture
- Deaf Community
- Multiple meaning words
- Non-manual gestures
- Facial expression both as indicator or emotion and as grammatical marker
- Incorporation of body movement into signs

- Communicating with a deaf person
- Proper use of an interpreter
- History of American Sign Language

III. Methods of Evaluation

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Performance testing of expressive skills
- Paper-and-pencil testing of receptive skills
- Performance testing of receptive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Major tests
Quizzes (including "pop" quizzes)
Class attendance
Classroom participation
Homework exercises

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are at the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

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V. Course Outline

Week 1: Lesson 1

Week 2: Lesson 1, QUIZ
Lesson 2

Week 3: Lesson 2, QUIZ
Lesson 3

Week 4: Lessons 1-3, review and practice
ABCASL Synonyms Practice Sentences, Lessons 1-3

Week 5: Lesson 3, QUIZ
Lesson 4

Week 6: ABCASL Synonyms Quizzes (Lessons 1-4)
Lessons 1-4, review and practice

Week 7: MIDTERM EXAM (expressive and receptive)

Week 8: Lesson 5

Week 9: ABCASL Synonyms Practice Sentences (Lesson 5)
Concept of HAVE

Week 10: Lesson 5, QUIZ
Lesson 6
Concept of HAVE (cont.)

Week 11: Review and practice
Lesson 6, QUIZ

Week 12: Lesson 7

Week 13: Lesson 7, QUIZ
Lesson 8
Review and practice

Week 14: Lesson 8, QUIZ
ABCASL Synonyms Quizzes (Lessons 5-8)
Review and practice

Week 15: FINAL EXAM (expressive and receptive)

Course Syllabus

I. Background Information

Course Name: American Sign Language II
Number: MANC 108 **Credit Hr:** 3 **Contact Hr:** 3
Prerequisite: MANC 107

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently transfers as some type of credit. Contact ITP office for specific information.

II. Course Information

Course Description. A continued introduction to American Sign Language, the language of the Deaf Community. The vocabulary, grammar and cultural aspects of the language are studied. Students learn the importance of facial expression and body language as grammatical indicators and equivalents of vocal inflection.

Course Objectives. At the end of this course, students will be able to:

* Understand and express about 500 additional vocabulary words
* Describe and correctly use the following grammatical concepts (as taught in the book):
  - noun-verb pairing
  - topicalized clause
  - sentence structure using modals (positive and negative)
  - using modals as a response to a question
  - adverbials of place: here and there, this and that
  - conjunctive use of "finish" (completive aspect marker)
  - existential use of "have"
  - pronominal classifiers and plural pronominal reference
  - locational relationships
  - mass quantifiers
  - pluralization (several methods)
  - incorporation of numbers
  - negative quantifiers
  - directional verbs incorporating various numbers of people
* Correctly use the "sightline" concept of communicating first, second, and third person
* Explain and correctly use localization for one or two absent "third persons" (use or modification of Reality Principle)
* Describe how the four parameters of tab, dez, sig, and orientation combine to form a sign, and specify errors which could result from parametric mixing

which could result from parametric mixing

* Correctly conceptualize and translate selected English synonyms into ASL
* Understand selected loan signs spelled at normal speed and be able to sign them at a moderate pace
* Understand and correctly execute numbers under 100
* Distinguish between ASL and pidgin English, and sign either upon request
* Converse in simple ASL, including factual statements, opinions, and story-telling
* Express simple iconic pictures or concepts using non-manual gestures and pantomime
* Explain the concept of inequivalent translations between languages (that is, a particular lexical item may not translate equivalently between languages)
* Describe and give examples of the use of classifiers as descriptors
* Explain some differences between the cultures of deaf and hearing people (taken from list in the Course Supplement)

* Since this course is a prerequisite to the Interpreter Training Program, none of the course objectives have been linked with a corresponding competency.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
A Basic Course in American Sign Language, Humphries
A Basic Course in Am. Sign Language, Student Study Guide, DeCapite
ASL II Course Supplement, in-house publication
ASL: A Look at Its History, Structure, and Community,
Numerous handouts by individual instructors
Numerous videotapes for home view and practice

Main Topics:
- ASL vocabulary
- Existential "have"
- Classifiers
- Advanced directionality of verbs
- Adverbs
- Classifiers on verbs
- Turn-taking rules
- Introductions
- Deaf culture
- Deaf Community

- Deaf Community
- Multiple meaning words
- Non-manual gestures
- Facial expression both as indicator or emotion and as grammatical marker
- Incorporation of body movement into signs
- Development of American Sign Language

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Performance testing of expressive skills
- Paper-and-pencil testing of receptive skills
- Performance testing of receptive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Major tests
Quizzes (including "pop" quizzes)
Class attendance
Classroom participation
Homework exercises

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are at the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
Review, Lessons 1-8
Lesson 9

Week 2: Lesson 9 (cont.)
ABCASL Synonyms, Lesson 9
Review and practice

Week 3: Lesson 9 QUIZ
Lesson 10
ABCASL Synonyms, Lesson 10
Review and practice

Week 4: Lesson 10 (cont.)
Fingerspelling Drills
Lesson 10 QUIZ
Lesson 11

Week 5: Lesson 11 (cont.)
ABCASL Synonyms, Lesson 11

Week 6: Lesson 11 QUIZ
Concept of HAVE
Lesson 12
ABCASL Synonyms, Lesson 12

Week 7: Lesson 12 (cont.)
Concept of HAVE (cont.)
Review Lessons 9-12

Week 8: Midterm Exam (expressive and receptive)

Week 9: Lesson 12 (cont.)
Classifier practice

Week 10: Classifier practice
Expressive practice

Week 11: Videotaping of student performance
Lesson 12, Classifiers, QUIZ
Lesson 13

Week 12: Lesson 13 (cont.)
ABCASL Synonyms, Lesson 13
Lesson 13 QUIZ
Lesson 14

Week 13: Lesson 14 (cont.)

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ABCASL Synonyms, Lesson 14
Expressive practice
Lesson 14 QUIZ
Lesson 15

Week 14: Lesson 15
ABCASL Synonyms, Lesson 15
Review

Week 15: Final Exam (expressive and receptive)

Course Syllabus

I. Background Information

Course Name: American Sign Language III
Number: MANC 109 **Credit Hr:** 4 **Contact Hr:** 4
Prerequisite: MANC 108

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently transfers as some type of credit. Contact ITP office for specific information.

II. Course Information

Course Description. The completion of an introductory course of study in American Sign Language and the Deaf community. Conversational signing skills are emphasized through interactive exercises. Strengthening of receptive skills is stressed.

Course Objectives. At the end of this course, students will be able to:

[A2] Understand and express a total of approximately 1500 vocabulary words in ASL

* Describe and correctly use the following grammatical concepts (as taught in the book):
  - time measurements and tense indicators indicating number
  - time reduplication
  - use of a clause as topic
  - comparative sentence structure
  - conjunctions
  - verb inflections for temporal aspect
  - adjective modulation
  - conditional sentences
  - rhetorical questions
  - pluralizing classifiers
  - classifiers showing motion (distributional aspect)
  - specifying shape and detail
* Explain and correctly use localization and eye gaze to establish up to four referents in space (existent or non-existent)
* Explain and correctly use selected ASL idioms
* Visually distinguish and correctly use aspectual modulations on adjectival predicates
* Visually indicate clausal subordination by use of facial grammar marker
* Understand and sign selected loan signs (from a list) at normal speed
* Understand and execute numbers of any magnitude (at a

reduced speed)
* Inflect a clause or sentence by use of phrasing
* Converse (in a simple form) about topics of general knowledge (non-technical in nature)
* Describe the format of Direct Address, and sign simple concepts using it
* Describe the reasons for inequivalent translations between languages
* Find a suitable lexical in one language for a word in the other language (from a list of those studied)
* Explain the differences between ASL, naturally-signed English codes, and Manually Coded English (or similar sign systems), know when it is appropriate to use each of them, and sign any system with minimal competence as requested
* Give simple directions in ASL and follow simple directions so given
* Convey more complex attitudes, situations, and actions solely through the use of non-manual gestures and pantomime

[C2] Explain some differences between the cultures of deaf and hearing people

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.

A Basic Course in American Sign Language, Humphries
A Basic Course in Am. Sign Language, Student Study Guide, DeCapite
ASL III Course Supplement, in-house publication
Introduction to American Sign Language, Hoemann
Workbook: Introduction to American Sign Language, Hoemann
Numerous handouts by individual instructors
Numerous videotapes for home view and practice

Main Topics.
- ASL vocabulary
- Basic sentence structures: subjective clause, appositive
- Rhetorical questions
- Classifiers
- Advanced tense use

- Deaf Community
- Multiple meaning words
- Non-manual gestures
- Facial expression both as indicator or emotion and as grammatical marker
- Incorporation of body movement into signs
- ASL grammar

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Performance testing of expressive skills
- Paper-and-pencil testing of receptive skills
- Performance testing of receptive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Major tests
Quizzes (including "pop" quizzes)
Class attendance
Classroom participation
Homework exercises

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are at the average college level.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,

- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
Lesson 16
ABCASL Synonym Review, Lessons 1-5
Review and practice

Week 2: Lesson 16 (cont.)
Concept of GO #1
Hoemann, Chapter 1
Deaf Culture/Literature

Week 3: Lesson 16, QUIZ
Concept of GO #2,3
Lesson 17

Week 4: Lesson 17 (cont.)
Concept of GO #4,5
Hoemann, Chapter 2

Week 5: Lesson 17, QUIZ
ABCASL Lesson 17, QUIZ
Lesson 18
Concept of TAKE #1
ABCASL Synonyms, Lesson 18

Week 6: Lesson 18 (cont.)
Concept of TAKE #2
Hoemann, Chapter 3
Lesson 18, QUIZ (Lesson & Synonyms)
Lesson 19

Week 7: Concept of MISS
Lesson 19 (cont.)
ABCASL Synonyms, Lesson 19
ASL Story-telling
Review

Week 8: Midterm Exam
Hoemann, Chapter 4
Lesson 20

Week 9: Lesson 20 (cont.)
Concept of USE
ABCASL Synonyms, Lesson 20
ASL Story-telling

Week 10: Lesson 20, QUIZ (Lesson & Synonyms)
Hoemann, Chapter 5
Lesson 21
Concept of RUN #1

Week 11: Lesson 21 (cont.)
ABCASL Synonyms, Lesson 21
Concept of RUN #2
Concept of SAVE

Week 12: Lesson 21, QUIZ (Lesson & Synonyms)
Hoemann, Chapter 6
Concept of OVER #1
Review and practice

Week 13: Lesson 22
Concept of OVER #2, 3
Hoemann, Chapter 7
ABCASL Synonyms, Lesson 22

Week 14: Lesson 22 (cont.)
Hoemann, Chapter 8
Concept of TURN
Lesson 22, QUIZ (Lesson & Synonyms)

Week 15: Final Exam (expressive and receptive)

Course Syllabus

I. Background Information

Course Name: American Sign Language IV
Number: MANC 201 **Credit Hr:** 4 **Contact Hr:** 4
Prerequisite: MANC 109

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently transfers as some type of credit. Contact ITP office for specific information.

II. Course Information

Course Description. Designed to improve student's expressive and receptive signing skills through advanced grammatical exercises, study of conversational regulators, use of classifiers, passage translation, and analysis of signing registers.

Course Objectives. At the end of this course, students will be able to:

[A2] Understand and express additional vocabuary words (taken from lesson material)

[A2] Understand and correctly use the following grammatical concepts:
- adjectival modulation of noun signs
- pronominalization
- agreement of subject and directional verbs
- reciprocal verbs
- rhetorical questions
- rule of last-mentioned subject
- classifiers

* Understand and correctly use localization and eye gaze to establish up to six referents in space (existent and non-existent)

* Understand and use selected ASL idioms

* Comprehend dialogue conveyed using the Direct Address format, and use the technique with minimal efficiency

* Understand and sign selected loan signs at normal speed

* Correctly conceptualize and translate selected English synonyms

* Understand and participate fully in discussions of topics of a general or work-related nature

* Explain the differences between the various sign systems and sign any system as requested

* Convey a fairly complex message solely through the use of non-manual gestures and pantomime

[A6] Incorporate fingerspelling into unrehearsed ASL conversation

[C2] Explain some differences between the cultures of deaf and hearing people
* Detect and begin to use different registers in ASL signing
* Translate simple passages between ASL and English or vice versa
* Define, understand, and use ASL expressions which have no English equivalent
* Describe turn-taking in ASL and particpate properly in ASL conversations

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
Conversational Sign Language II, Madson
Joy of Signing, Riekehoff
ASL IV Course Supplement, in-house publication

Main Topics:
- ASL vocabulary and expressions
- "Multiple meaning words" in ASL
- Simple translations between ASL and English
- Deaf culture (continuing discussion)
- Colloquial idiomatic expressions in ASL
- Transcription in English of ASL passages
- Use of registers (conversational vs. formal ASL)
- Incorporating classifiers into conversation
- Differentiating similar-appearing visual sources

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Performance testing of expressive skills
- Performance testing of receptive skills
- Evaluation of written homework assignments
- In-class participation

- Peer student evaluations (for feedback only)

Student Evaluation Criteria:
Mid-term Exam
Final Exam
Major tests
Quizzes (including "pop" quizzes)
Class attendance
Classroom participation

Grading System:

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
Incorporating classifiers into conversation

Week 2: Classifiers #1
Activity #1 -- Opposites

Week 3: Classifiers #2
Activity #2 -- Synonym review

Week 4: Classifiers #3
Activity #3 -- Picture differences (1)

Week 5: Classifiers #4
Activity #4 -- Picture differences (2)

Week 6: Classifiers #5
Activity #5 -- Picture differences (3)

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Week 7: Classifiers #6

Week 8: MIDTERM EXAM

Week 9: Colloquial expressions, Set 1

Week 10: Colloquial expressions, Set 2

Week 11: Colloquial expressions, Set 3

Week 12: TEST (expressive and receptive)

Week 13: Vocabulary, Set 1

Week 14: Vocabulary, Set 2

Week 15: FINAL EXAM (expressive and receptive)

Course Syllabus

I. Background Information

Course Name: American Sign Language V
Number: MANC 202 **Credit Hr:** 4 **Contact Hr:** 4
Prerequisite: MANC 201

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently transfers as some type of credit. Contact ITP office for specific information.

II. Course Information

Course Description. Continuation of the exercises started in American Sign Language IV, the purpose of which is to improve the student's expressive and receptive signing skills through a variety of exercises. Emphasis is placed on the student's expressive skills in various registers as well as on the use of more idiomatic ASL.

Course Objectives. At the end of this course, students will be able to:

[A2] Describe and use syntactic rules of ASL to translate text and engage in unrehearsed conversation
* Describe and use ASL discourse techniques
* Demonstrate ability to converse in various registers through the signing of speeches, dialogues, roleplay, stories, and sentences
[C2] Demonstrate bi-cultural knowledge by incorporating features of ASL culture into classroom and daily interaction
[A8] Convey moderately complex concepts solely through the use of non-manual gestures and pantomime
[A6] Understand and use normally-speeded fingerspelling in daily conversation

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
ASL V Course Supplement, in-house publication

Main Topics.
- ASL vocabulary and expressions
- "Multiple meaning words" in ASL
- Translations between ASL and English
- Deaf culture (continuing discussion)
- ASL idioms
- Transcription in English of ASL passages
- Use of registers (conversational vs. formal ASL)
- Story-telling (as opposed to direct translation)
- ASL syntactic analysis

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Performance testing of expressive skills
- Performance testing of receptive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Major tests
Quizzes (including "pop" quizzes)
Class attendance
Classroom participation

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),

- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
Review ASL rules

Week 2: Set 1 expressions
Expressive skills practice
Set 2 expressions

Week 3: Set 1 expressions, QUIZ
Concept of TAKE
Expressive skills -- videotape
Set 2, review and dialogue
Set 3 expressions

Week 4: Set 3 expressions (cont.)
Review quiz, videotapes, TAKE
Review Synonym drills
Set 4 expressions

Week 5: Set 3 expressions, QUIZ
Concept of LOOK
Expressive skills -- videotape
Set 4 expressions (cont.)
Set 5 expressions

Week 6: Set 4 expressions, QUIZ
Concept of USE
Review quiz, videotapes, LOOK
Set 5 expressions (cont.)
Set 6 expressions

Week 7: Lesson 5 expressions, QUIZ
Expressive skills -- videotape
Concept of PAY
Lesson 6 expressions (cont.)
Review of Sets 1-6

Week 8: MIDTERM EXAM, Sets 1-6 (expressive and receptive)

Week 9: Review/discuss midterm exam
Set 7 expressions
Concept of GET
Synonym and fingerspelling drills

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Week 10: Set 7 expressions (cont.)
Expressive skills -- videotape
Expressive skills -- small group
Set 8 expressions

Week 11: Set 7 expressions, QUIZ
Concepts of GO, RUN
Review of vocabulary list
Set 9 expressions

Week 12: Set 8 expression, QUIZ
Set 9 expressions (cont.)
Group conversation
Receptive skills -- videotape

Week 13: Set 9 expressions, QUIZ
Receptive skills -- videotape

Week 14: Review all expressions
Receptive skills -- videotape
Concept words, QUIZ

Week 15: FINAL EXAM (expressive and receptive)

Course Syllabus

I. Background Information

Course Name: American Sign Language VI
Number: MANC 290 **Credit Hr:** 4 **Contact Hr:** 4
Prerequisite: MANC 202

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Varies with each school, but frequently transfers as some type of credit. Contact ITP office for specific information.

II. Course Information

Course Description. Students at this advanced level will focus on less common expressions in ASL, technical terminology, regionalisms, minority accents and subculture, advanced grammatical concepts, ASL literature, and advanced translational exercises. Reducing the "hearing accent" is an additional goal.

Course Objectives. At the end of the course, students will be able to:

[A2] Correctly use ASL expressions and idioms and translate them to English equivalents.

* Understand and use "technical" vocabulary in areas which would be commonly discussed in conversation (including medical, sports, employment, etc.).
* Explain the concept of regionalisms in ASL and discuss the most common parameters around which these regionalisms develop.
* Demonstrate Michigan regional signs as well as their standard ASL equivalent.
* Recognize and understand various minority accents in the Michigan area.

[C2] Discuss and appreciate the cultural differences of deaf minority groups as distinguished from the dominant deaf culture.

* Describe advanced grammatical constructs in ASL and use them correctly in conversation.
* Describe how ASL literature is suited to the visual language of ASL and the culture of deaf people.
* Perform limited types of ASL literature.
* Translation between English and ASL more effectively

[A6] Incorporate fingerspelling into the context of ASL communications without difficulty

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired

with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
American Sign Language, Units 19-27, Baker/Cokely
Intermediate Conversational Sign Language, Madsen
Numerous hand-outs

Main Topics.
- ASL expressions
- Technical terminology
- Regionalisms/minority accents
- Culture of deaf minority groups
- Advanced grammatical concepts
- ASL literature
- Translation exercises

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Performance testing of expressive skills
- Performance testing of receptive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)
- Videotaping assignments

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Major tests
Quizzes (including "pop" quizzes)
Class attendance
Classroom participation
Homework exercises

Grading System.
90-100% . . . . A

80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
ASL Expressions

Week 2: ASL Expressions
ASL Expressions
Videotaping

Week 3: ASL Expressions
Videotaping

Week 4: Test
Technical terminology

Week 5: Technical terminology
Videotaping

Week 6: Technical terminology
Regionalisms

Week 7: Regionalisms
Minority accents

Week 8: MIDTERM EXAM
Deaf minority group culture

Week 9: Advanced grammatical concepts

Week 10: Advanced grammatical concepts
Videotaping

ManC 290

Week 11: ASL Literature
Videotaping

Week 12: ASL Literature
TEST

Week 13: Translation exercises

Week 14: Translation exercises

Week 15: FINAL EXAM (expressive and receptive)

Interpreting Skills Classes

ManC 290 / 251, 252, 253 -- Pre-Interpreting Survey *
ManC 205, 208, 212 -- Interpreting Laboratory I-III
ManC 231, 232, 233 -- Sign-to-Voice Interpreting I-III

The Interpreting Laboratory and Sign-to-Voice Interpreting classes are elected three times over three semesters. Students from all levels of a class are in the same classroom for part of the time and then split up into small groups for other activities. Depending on the particular area of study, the materials may be the same for all students (with scaled grading) or different for each level. Given a choice, the students prefer to continue learning by this "old-fashioned" method even under this revised curriculum. They believe the variety of skill levels in the same classroom provides many opportunities for review and growth by each student.

* The Pre-Interpreting Survey class is a strongly-recommended elective. It is a mixture of several preparatory types of exercises designed to acquaint students with the theory and practice of interpreting and to enhance the sign language skills they acquire in the ASL courses. Its content is a combination of both sign language and interpreting, but it is grouped with the interpreting classes because of the objective of preparing students to interpret.

Course Syllabus

I. Background Information

Course Name: Pre-Interpreting Survey
Number: MANC 150 **Credit Hr:** 3 **Contact Hr:** 3
Prerequisite: MANC 108 -- ELECTIVE (very strongly recommended)

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact the ~~OIP~~ ITP office for specific information.

II. Course Information

Course Description. This course focuses on a variety of activities and study areas designed to prepare students for the mental and physical skills needed in interpreting. Much attention will be devoted to improving both expressive and receptive sign language skills and to translating non-manual gestures to standard English equivalents (both linguistic and cultural transfer).

Course Objectives. At the end of this course, students will be able to:

* Use non-manual gestures as a means of communication
* Understand non-manual gestures deeply enough to be able to voice the equivalent meaning in English
* Specify the differences between American Sign Language and Signed English (in various forms) and to be able to identify features of a communication which categorize it as one or the other
* Explain the models and mental process of interpreting and transliterating and be able to identify each when seen
* Explain the differences between consecutive and simultaneous interpreting and transliterating
* Perform a simple consecutive interpretation or transliteration of previously-studied material with an accuracy rate of at least 75%
* Demonstrate improved expressive and receptive fingerspelling skills as needed by interpreters

* Since this is an elective course in the Interpreter Training Program, none of the course objectives have been linked with a corresponding competency.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in

advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
"From Mime to Sign", Eastman (vt)
"Numbering Systems in ASL", Colonomos
In-house materials

Main Topics.
- ASL vs. English
- Interpreting vs. transliterating
- Non-manual communication
- Preparatory fingerspelling for interpretation
- Sign comprehension and English voicing

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Performance testing of expressive skills
- Paper-and-pencil testing of receptive skills
- Performance testing of receptive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Major tests
Quizzes
Class attendance
Classroom participation
Homework exercises

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are at the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: Introduction
Non-Manual Gestures

Week 2: Non-Manual Gestures

Week 3: Non-Manual Gestures

Week 4: Test
Fingerspelling and Numbers

Week 5: Fingerspelling and Numbers

Week 6: Fingerspelling and Numbers

Week 7: Test
Interpreting vs. Transliterating

Week 8: Interpreting vs. Transliterating
Midterm Exam

Week 9: Interpreting vs. Transliterating

Week 10: Transliterating

Week 11: Test
Voicing

Week 12: Voicing

Week 13: Voicing
Interpreting

Week 14: Interpreting
Review

ManC 150

Week 15: **Final Exam**

Course Syllabus

I. Background Information

Course Name: Interpreting Laboratory I
Number: MANC 205 Credit Hr: 3 Contact Hr: 3
Prerequisite: MANC 108

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact the ITP office for specific information.

II. Course Information

Course Description. Students work individually and in groups to develop interpreting and transliterating skills through extensive use of tape-recorded and videotaped materials. This course is taken for three semesters with more demanding requirements made at each level.

Course Objectives. At the end of this course, students will be able to:

* Explain the theory of both interpreting and transliterating (both voice-to-sign and sign-to-voice)
[B1] Describe and demonstrate the difference between interpreting and transliterating
[A2] Interpret and transliterate (voice-to-sign) to an
[A3] accuracy level of at least 25% (to pass) or 55% (for an "A" grade)
* Describe the methods, procedures, and terminology for interpreting in some of the various fields
[A7] Demonstrate an increase in both ASL and English vocabularies, and be able to find equivalents between the two languages
[A9] Demonstrate the ability to use technical vocabulary appropriate to the subject matter being interpreted (within the range of the student's skills)
[A12] Demonstrate the ability to utilize oral interpreting techniques in either exclusive oral interpreting or in mixed transliterating/heavy oral interpreting
[A4] Modify interpreting or transliterating level to suit the age-determinate needs of a specific client
[A10] Assess the communication skills of a client
[B5] Describe the interaction of roles and responsibilities between members of the educational "team"
[A11] Modify interpreting or transliterating level to suit the communication or linguistic needs of a specific client

* Speak in public with increased poise and confidence
* Describe how public speaking techniques impact on interpreter performance
* Describe a method of evaluating the interpreting techniques of oneself or another
* Offer specific, yet constructive criticism on an interpreting performance
* Explain time management skills and use a calendar effectively
* Describe stress management or "burn-out" prevention procedures effective for that particular individual
* Offer an objective evaluation of their own skill level
* Operate video and audio equipment with minimal efficiency

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
Facilitating Manual Communication, Dicker
Joy of Signing, Riekehoff
Vocabulary 1000, Cronin
Words People Use, McCallum
30 Days to a More Powerful Vocabulary, Funk
Interpreting Laboratory Journal, Massoud
Interpreting Laboratory Scripts, (in-house)
Multiple-Meaning Words, Massoud, unpublished manuscript
Audio playback with earphone
Personal VHS videotape

Main Topics.
NOTE: MANC 205, 208, and 212 meet together in the same room. During any one semester, all students study the same set of material but are graded differently according to their levels. ALL of this material will be covered, but students will learn about the special topics in a different order.

- English and ASL vocabulary
- Multiple meaning words
- Ungraded, unscripted interpretation from public media
- Regular individual graded interpretation with instructor

- Regular individual ungraded interpretation with peers
- Special topics in interpreting: (one-third covered in each semester)
  - Educational, elementary
  - Educational, secondary
  - Educational, post-secondary
  - Medical
  - Mental health/counseling
  - Legal
  - Performing Arts
  - Oral
  - Sign-to-Voice
  - Employment
  - Social services
  - Religious

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Performance testing of expressive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Major tests (including one-on-one evaluations with instructor)
Quizzes
Class attendance
Classroom participation

Grading System. The grading system for the entire class is the typical percentage scale; however, the graded scripts are graded on a much lower percentage curve to accommodate the presence of multi-level students in the same class.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

Scale for graded scripts. Listed below is the scale for the graded scripts. Although these percentages appear to be very low, they are, in reality, an accurate representation of the approximate skill levels of students in an Associates Degree program. (By the thinking of some, these percentages may still be high!) We have found, however, that using an objective grading method with this grading scale results in data that is reliable enough to marginally predict success on the Q.A. screening. Therefore, we continue to use this method.

ManC 205

Week 15: Post-Block

* There are 18 "Blocks" during the three semesters a student takes Lab. All of the material indicated in the "Topics Covered" section is introduced during these blocks, but students receive the information in a different order depending upon when they entered the three-semester sequence.

Each block contains the following assignments or topics:

Week 1:

- Demonstrated interpreting and transliterating by instructor
- Live speaking performance for team interpreting practice
- Instructor demonstration of roleplay in topic area
- Instructor review of previous block's graded script interpreting assignment
- Lecture about specialized field of interpreting for that block
- One-on-one graded script with instructor (interpreted or transliterated)
- Self-videotaping of previously-mentioned demonstrated interpreting by instructor

Week 2:

- Peer student practice and evaluation of designated interpreting scripts
- Preparation of translation sentences in (Facilitating) book
- Viewing of accompanying videotape
- Class discussion and explanation of Facilitating lessons
- Preparation of Multiple-Meaning Words lessons
- Preparation of vocabulary exercises
- Practice interpretation of non-graded materials (from television and radio, per specified exercises)
- Preparation of extra assigned readings
- Test on Facilitating lessons
- Test on Multiple-Meaning words
- Test on Vocabulary lessons

Course Syllabus

I. Background Information

Course Name: Interpreting Laboratory I
Number: MANC 208 Credit Hr: 3 Contact Hr: 3
Prerequisite: MANC 205

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact the ITP office for specific information.

II. Course Information

Course Description. Students work individually and in groups to develop interpreting and transliterating skills through extensive use of tape-recorded and videotaped materials. This course is taken for three semesters with more demanding requirements made at each level.

Course Objectives. At the end of this course, students will be able to:

* Explain the theory of both interpreting and transliterating (both voice-to-sign and sign-to-voice)
[B1] Describe and demonstrate the difference between interpreting and transliterating
[A2] Interpret and transliterate (voice-to-sign) to an
[A3] accuracy level of at least 35% (to pass) or 65% (for an "A" grade)
* Describe the methods, procedures, and terminology for interpreting in some of the various fields
[A7] Demonstrate an increase in both ASL and English vocabularies, and be able to find equivalents between the two languages
[A9] Demonstrate the ability to use technical vocabulary appropriate to the subject matter being interpreted (within the range of the student's skills)
[A12] Demonstrate the ability to utilize oral interpreting techniques in either exclusive oral interpreting or in mixed transliterating/heavy oral interpreting
[A4] Modify interpreting or transliterating level to suit the age-determinate needs of a specific client
[A10] Assess the communication skills of a client
[B5] Describe the interaction of roles and responsibilities between members of the educational "team"
[A11] Modify interpreting or transliterating level to suit the communication or linguistic needs of a specific client

* Speak in public with increased poise and confidence
* Describe how public speaking techniques impact on interpreter performance
* Describe a method of evaluating the interpreting techniques of oneself or another
* Offer specific, yet constructive criticism on an interpreting performance
* Explain time management skills and use a calendar effectively
* Describe stress management or "burn-out" prevention procedures effective for that particular individual
* Offer an objective evaluation of their own skill level
* Operate video and audio equipment with minimal efficiency

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
Facilitating Manual Communication, Dicker
Joy of Signing, Riekehoff
Vocabulary 1000, Cronin
Words People Use, McCallum
30 Days to a More Powerful Vocabulary, Funk
Interpreting Laboratory Journal, Massoud
Interpreting Laboratory Scripts, (in-house)
Multiple-Meaning Words, Massoud, unpublished manuscript
Audio playback with earphone
Personal VHS videotape

Main Topics.
NOTE: MANC 205, 208, and 212 meet together in the same room. During any one semester, all students study the same set of material but are graded differently according to their levels. ALL of this material will be covered, but students will learn about the special topics in a different order.

- English and ASL vocabulary
- Multiple meaning words
- Ungraded, unscripted interpretation from public media
- Regular individual graded interpretation with instructor

- Regular individual ungraded interpretation with peers
- Special topics in interpreting: (one-third covered in each semester)
  - Educational, elementary
  - Educational, secondary
  - Educational, post-secondary
  - Medical
  - Mental health/counseling
  - Legal
  - Performing Arts
  - Oral
  - Sign-to-Voice
  - Employment
  - Social services
  - Religious

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Performance testing of expressive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Major tests (including one-on-one evaluations with instructor)
Quizzes
Class attendance
Classroom participation

Grading System. The grading system for the entire class is the typical percentage scale; however, the graded scripts are graded on a much lower percentage curve to accommodate the presence of multi-level students in the same class.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

Scale for graded scripts. Listed below is the scale for the graded scripts. Although these percentages appear to be very low, they are, in reality, an accurate representation of the approximate skill levels of students in an Associates Degree program. (By the thinking of some, these percentages may still be high!) We have found, however, that using an objective grading method with this grading scale results in data that is reliable enough to marginally predict success on the Q.A. screening. Therefore, we continue to use this method.

Lab 1	Lab 2	Lab 3	
55%	65%	75%	A
45%	55%	65%	B
35%	45%	55%	C
25%	35%	65%	D
< 25%	< 35%	<55%	E

IV. Student Information

Content level. Reading material and course requirements are much greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: "Pre-Block"*: Introduction

Week 2: Block 1, Week 1

Week 3: Block 1, Week 2

Week 4: Block 2, Week 1

Week 5: Block 2, Week 2

Week 6: Block 3, Week 1

Week 7: Block 3, Week 2

Week 8: Block 4, Week 1

Week 9: Block 4, Week 2

Week 10: Educational (interpreting) games/catch-up
(Stress break)

Week 11: Block 5, Week 1

Week 12: Block 5, Week 2

Week 13: Block 6, Week 1

Week 14: Block 6, Week 2

Week 15: Post-Block

* There are 18 "Blocks" during the three semesters a student takes Lab. All of the material indicated in the "Topics Covered" section is introduced during these blocks, but students receive the information in a different order depending upon when they entered the three-semester sequence.

Each block contains the following assignments or topics:

Week 1:

- Demonstrated interpreting and transliterating by instructor
- Live speaking performance for team interpreting practice
- Instructor demonstration of roleplay in topic area
- Instructor review of previous block's graded script interpreting assignment
- Lecture about specialized field of interpreting for that block
- One-on-one graded script with instructor (interpreted or transliterated)
- Self-videotaping of previously-mentioned demonstrated interpreting by instructor

Week 2:

- Peer student practice and evaluation of designated interpreting scripts
- Preparation of translation sentences in (Facilitating) book
- Viewing of accompanying videotape
- Class discussion and explanation of Facilitating lessons
- Preparation of Multiple-Meaning Words lessons
- Preparation of vocabulary exercises
- Practice interpretation of non-graded materials (from television and radio, per specified exercises)
- Preparation of extra assigned readings
- Test on Facilitating lessons
- Test on Multiple-Meaning words
- Test on Vocabulary lessons

Course Syllabus

I. Background Information

Course Name: Interpreting Laboratory I
Number: MANC 212 Credit Hr: 3 Contact Hr: 3
Prerequisite: MANC 208

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact the ITP office for specific information.

II. Course Information

Course Description. Students work individually and in groups to develop interpreting and transliterating skills through extensive use of tape-recorded and videotaped materials. This course is taken for three semesters with more demanding requirements made at each level.

Course Objectives. At the end of this course, students will be able to:

* Explain the theory of both interpreting and transliterating (both voice-to-sign and sign-to-voice)
[B1] Describe and demonstrate the difference between interpreting and transliterating
[A1] Interpret and transliterate (voice-to-sign) to an
[A2] accuracy level of at least 45% (to pass) or 75% (for an
[A3] "A" grade)
* Describe the methods, procedures, and terminology for interpreting in some of the various fields
[A7] Demonstrate an increase in both ASL and English vocabularies, and be able to find equivalents between the two languages
[A9] Demonstrate the ability to use technical vocabulary appropriate to the subject matter being interpreted (within the range of the student's skills)
[A12] Demonstrate the ability to utilize oral interpreting techniques in either exclusive oral interpreting or in mixed transliterating/heavy oral interpreting
[A4] Modify interpreting or transliterating level to suit the age-determinate needs of a specific client
[A10] Assess the communication skills of a client
[B5] Describe the interaction of roles and responsibilities between members of the educational "team"
[A11] Modify interpreting or transliterating level to suit the communication or linguistic needs of a specific client

* Speak in public with increased poise and confidence
* Describe how public speaking techniques impact on interpreter performance
* Describe a method of evaluating the interpreting techniques of oneself or another
* Offer specific, yet constructive criticism on an interpreting performance
* Explain time management skills and use a calendar effectively
* Describe stress management or "burn-out" prevention procedures effective for that particular individual
* Offer an objective evaluation of their own skill level
* Operate video and audio equipment with minimal efficiency

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
Facilitating Manual Communication, Dicker
Joy of Signing, Riekehoff
Vocabulary 1000, Cronin
Words People Use, McCallum
30 Days to a More Powerful Vocabulary, Funk
Interpreting Laboratory Journal, Massoud
Interpreting Laboratory Scripts, (in-house)
Multiple-Meaning Words, Massoud, unpublished manuscript
Audio playback with earphone
Personal VHS videotape

Main Topics.
NOTE: MANC 205, 208, and 212 meet together in the same room. During any one semester, all students study the same set of material but are graded differently according to their levels. ALL of this material will be covered, but students will learn about the special topics in a different order.

- English and ASL vocabulary
- Multiple meaning words
- Ungraded, unscripted interpretation from public media
- Regular individual graded interpretation with instructor

- Regular individual ungraded interpretation with peers
- Special topics in interpreting: (one-third covered in each semester)
  - Educational, elementary
  - Educational, secondary
  - Educational, post-secondary
  - Medical
  - Mental health/counseling
  - Legal
  - Performing Arts
  - Oral
  - Sign-to-Voice
  - Employment
  - Social services
  - Religious

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Pencil-and-paper testing of theoretical knowledge
- Performance testing of expressive skills
- Evaluation of written homework assignments
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Major tests (including one-on-one evaluations with instructor)
Quizzes
Class attendance
Classroom participation

Grading System. The grading system for the entire class is the typical percentage scale; however, the graded scripts are graded on a much lower percentage curve to accommodate the presence of multi-level students in the same class.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

Scale for graded scripts. Listed below is the scale for the graded scripts. Although these percentages appear to be very low, they are, in reality, an accurate representation of the approximate skill levels of students in an Associates Degree program. (By the thinking of some, these percentages may still be high!) We have found, however, that using an objective grading method with this grading scale results in data that is reliable enough to marginally predict success on the Q.A. screening. Therefore, we continue to use this method.

Lab 1	Lab 2	Lab 3	
55%	65%	75%	A
45%	55%	65%	B
35%	45%	55%	C
25%	35%	65%	D
< 25%	< 35%	<55%	E

IV. Student Information

Content level. Reading material and course requirements are much greater than the average college course.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Week 1: "Pre-Block"*: Introduction

Week 2: Block 1, Week 1

Week 3: Block 1, Week 2

Week 4: Block 2, Week 1

Week 5: Block 2, Week 2

Week 6: Block 3, Week 1

Week 7: Block 3, Week 2

Week 8: Block 4, Week 1

Week 9: Block 4, Week 2

Week 10: Educational (interpreting) games/catch-up (Stress break)

Week 11: Block 5, Week 1

Week 12: Block 5, Week 2

Week 13: Block 6, Week 1

Week 14: Block 6, Week 2

Week 15: Post-Block

* There are 18 "Blocks" during the three semesters a student takes Lab. All of the material indicated in the "Topics Covered" section is introduced during these blocks, but students receive the information in a different order depending upon when they entered the three-semester sequence.

Each block contains the following assignments or topics:

Week 1:

- Demonstrated interpreting and transliterating by instructor
- Live speaking performance for team interpreting practice
- Instructor demonstration of roleplay in topic area
- Instructor review of previous block's graded script interpreting assignment
- Lecture about specialized field of interpreting for that block
- One-on-one graded script with instructor (interpreted or transliterated)
- Self-videotaping of previously-mentioned demonstrated interpreting by instructor

Week 2:

- Peer student practice and evaluation of designated interpreting scripts
- Preparation of translation sentences in (Facilitating) book
- Viewing of accompanying videotape
- Class discussion and explanation of Facilitating lessons
- Preparation of Multiple-Meaning Words lessons
- Preparation of vocabulary exercises
- Practice interpretation of non-graded materials (from television and radio, per specified exercises)
- Preparation of extra assigned readings
- Test on Facilitating lessons
- Test on Multiple-Meaning words
- Test on Vocabulary lessons

Course Syllabus

I. Background Information

Course Name: Sign-to-Voice Interpreting I
Number: MANC 231 Credit Hr: 3 Contact Hr: 4
Prerequisite: MANC 109

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact the ITP office for specific information.

II. Course Information

Course Description. Students learn the theory and procedures of sign-to-voice interpreting and transliterating. Skills are developed through extensive work with both live models and videotapes. This course is taken for three semesters with more demanding requirements made at each level.

Course Objectives. At the end of this course, students will be able to:

[A5] Interpret a signed message into standard, grammatically-correct, spoken English with an acceptable accuracy rate

* Understand a signed message in ASL or English by an unknown signer
* Understand a spoken, non-signed message by a hearing-impaired person
* Understand fingerspelled information produced in the midst of context
* Operate public address and other technological equipment adequately

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

ManC 231

The Process of Interpreting, Gish

Main Topics.
NOTE: ManC 231, 232, and 233 meet together in the same room. During any one semester, all students study the same set of material but are graded differently according to their levels.
- Fingerspelling within context
- Voicing with accuracy, including message and emotional content
- Using standard, grammatically-correct English
- Analyzing sign language styles to reduce stress in voicing

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Paper-and-pencil testing of receptive skills
- Performance testing of receptive skills
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Quizzes
Class attendance
Classroom participation

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material is at or below the average college level, but the performance portion of the class requires higher than average ability to manipulation one's own language.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Complete the required Journal of activities and vocabulary,
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and

- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

This course consists almost exclusively of individual, small group, and large group practice. It is very difficult to give students "homework" assignments which require the presence of a deaf person, so the majority of the work is completed during the class itself. The needs of the class, as well as the availability of live models on any particular day, make it impossible to set down a determinate pattern of work. Each class, however, consists of a quiz, finger-spelling and number practice, and practice voicing a live or videotaped model. Roleplay is also commonly added to the list of activities.

Course Syllabus

I. Background Information

Course Name: Sign-to-Voice Interpreting III
Number: MANC 232 Credit Hr: 3 Contact Hr: 4
Prerequisite: MANC 231

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact the ITP office for specific information.

II. Course Information

Course Description. Students learn the theory and procedures of sign-to-voice interpreting and transliterating. Skills are developed through extensive work with both live models and videotapes. This course is taken for three semesters with more demanding requirements made at each level.

Course Objectives. At the end of this course, students will be able to:

[A5] Interpret a signed message into standard, grammatically-correct, spoken English with an acceptable accuracy rate

* Understand a signed message in ASL or English by an unknown signer
* Understand a spoken, non-signed message by a hearing-impaired person
* Understand fingerspelled information produced in the midst of context
* Operate public address and other technological equipment adequately

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

ManC 232

The Process of Interpreting, Gish

Main Topics.
NOTE: ManC 231, 232, and 233 meet together in the same room. During any one semester, all students study the same set of material but are graded differently according to their levels.
- Fingerspelling within context
- Voicing with accuracy, including message and emotional content
- Using standard, grammatically-correct English
- Analyzing sign language styles to reduce stress in voicing

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Paper-and-pencil testing of receptive skills
- Performance testing of receptive skills
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Quizzes
Class attendance
Classroom participation

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material is at or below the average college level, but the performance portion of the class requires higher than average ability to manipulation one's own language.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Complete the required Journal of activities and vocabulary,
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and

- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

This course consists almost exclusively of individual, small group, and large group practice. It is very difficult to give students "homework" assignments which require the presence of a deaf person, so the majority of the work is completed during the class itself. The needs of the class, as well as the availability of live models on any particular day, make it impossible to set down a determinate pattern of work. Each class, however, consists of a quiz, finger-spelling and number practice, and practice voicing a live or videotaped model. Roleplay is also commonly added to the list of activities.

Course Syllabus

I. Background Information

Course Name: Sign-to-Voice Interpreting III
Number: MANC 233 Credit Hr: 3 Contact Hr: 4
Prerequisite: MANC 232

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact the ITP office for specific information.

II. Course Information

Course Description. Students learn the theory and procedures of sign-to-voice interpreting and transliterating. Skills are developed through extensive work with both live models and videotapes. This course is taken for three semesters with more demanding requirements made at each level.

Course Objectives. At the end of this course, students will be able to:

[A5] Interpret a signed message into standard, grammatically-correct, spoken English with an acceptable accuracy rate

* Understand a signed message in ASL or English by an unknown signer
* Understand a spoken, non-signed message by a hearing-impaired person
* Understand fingerspelled information produced in the midst of context
* Operate public address and other technological equipment adequately

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

The Process of Interpreting, Gish

Main Topics.
NOTE: ManC 231, 232, and 233 meet together in the same room. During any one semester, all students study the same set of material but are graded differently according to their levels.
- Fingerspelling within context
- Voicing with accuracy, including message and emotional content
- Using standard, grammatically-correct English
- Analyzing sign language styles to reduce stress in voicing

III. Methods of Evaluation

Grading Policy. Students receive a final letter grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Paper-and-pencil testing of receptive skills
- Performance testing of receptive skills
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Mid-term Exam
Final Exam
Quizzes
Class attendance
Classroom participation

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material is at or below the average college level, but the performance portion of the class requires higher than average ability to manipulation one's own language.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Complete the required Journal of activities and vocabulary,
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and

- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

This course consists almost exclusively of individual, small group, and large group practice. It is very difficult to give students "homework" assignments which require the presence of a deaf person, so the majority of the work is completed during the class itself. The needs of the class, as well as the availability of live models on any particular day, make it impossible to set down a determinate pattern of work. Each class, however, consists of a quiz, finger-spelling and number practice, and practice voicing a live or videotaped model. Roleplay is also commonly added to the list of activities.

Experience-Development Classes

ManC 235 -- Practicum in Educational Interpreting
ManC 295 -- Field Work in Educational Interpreting

Students choose a Concentration upon entering the Experience-Development segment. Since this proposal is concerned only with the training of educational interpreters, only those courses syllabi relevant to that concentration have been included herein.

Our experience development classes begin with opportunities to observe professional interpreters in action, proceed to a mentored or monitored interpreting situation, and culminate in actual interpreting experiences for the students.

We are currently in the process of developing formal, written agreements with area agencies for the supplemental training and utilization of our student interpreters. Copies of these agreements will be forwarded to you upon their completion for addition to this Proposal.

Course Syllabus

I. Background Information

Course Name: Practicum in Educational Interpreting
Number: MANC 235 **Credit Hr:** 2 **Contact Hr:** 2
Prerequisite: MANC 205

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact ITP office for specific information. Some of these practicum experiences may replace similar requirements in other programs, however.

II. Course Information

Course Description. This course will guide students through a series of activities intended to make them comfortable and competent in an actual interpreting situation. These preparatory activities include observation of professional interpreters, mentored or monitored interpreting in selected situations, observation of instructional videotapes, roleplay, and extensive analysis and discussion.

NOTE: Students choose a "concentration" at the beginning of their practicum experience. They may choose either the "Educational" interpreting or the "Free-Lance" interpreting concentration. The Practicum courses are parallel except for the settings in which the students work.

Course Objectives. At the end of this course, students will be able to:

[B2] Describe and evaluate the situational ethics of actual and hypothetical situations as a result of having observed interpreters in actual interpreting situations

* Describe typical settings in which interpreters are used
* Identify new vocabulary learned through observation of the interpreters
* Communicate with deaf people more comfortably
* Evaluate actual client for language skill and preferred mode of communication

[C7] Explain the expectations and limitations of the interpreter-student relationship

* Demonstrate improved interpreting skills through practice in simulated situations that allow for rehearsal and revision
* Improve interpreting skills through student peer interaction and student/instructor evaluation

[A3] Demonstrate the ability to transliterate using a manually coded English system

* Demonstrate a knowledge of the basic skills taught in the K-12 system

[A9] Demonstrate the ability to use or develop appropriate signs in educational topic areas

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
Practicum Packet
Signed English ****
Assigned additional readings and/or computer exercises

Main Topics.
- Observation of professional interpreters in various settings
- Notation, analysis, and discussion of how situations are handled
- Discussion of the appropriateness of various options
- Improvement of ASL signing skills and elementary interpreting skills through small group conferences with the instructor
- Discussion of career objectives individually with instructor
- Development of a plan for obtaining suitable employment after graduation
- Volunteer work with deaf people of two different age groups
- Roleplay and discussion of ethical issues
- Mentored interpreting with professional interpreters in various settings
- Evaluation of interpreting selections by professionals
- Self-videotaping and evaluation of interpreting skills
- Observation of videotapes and discussion of various interpreting settings
- Discussion and practice with manually coded English systems

III. Methods of Evaluation

Grading Policy. Students receive Pass/Fail grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

ManC 235

Evaluation tools.

- **Performance testing of expressive skills**
- **Performance testing of receptive skills**
- **Assessment of observations or roleplays through graded journal entry**
- **Evaluation by mentor interpreters**
- **Evaluation of homework assignments**
- **Assessment of out-of-class research/writing assignments**
- **In-class participation**
- **Peer student evaluations (for feedback only)**

Student Evaluation Criteria.
Class attendance
Classroom participation
Successful completion of assigned practicum experiences
Completion of accompanying Journal of activities

Grading System.

90-100%	A
80-89%	B
70-79%	C
60-69%	D
< 60%	E

IV. Student Information

Content level. Reading material and course requirements are at the average college level, but students need a high reading level to be successful interpreters.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Attend practicum experiences with the same dedication and disposition as they would a paid position,
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Students meet with instructor every two weeks. Other work is assigned through videotaped instruction and is reviewed or discussed during the meetings with the instructor.

Week 1: Introduction

Week 3: Ethics

Week 5: Discussion of experiences
Sign development

Week 7: English sign systems

Week 9: Rehearsed performance

Week 11: Ethics

Week 13: Discussion of experiences
Sign development

ManC 235

Week 15: Rehearsed performance

Course Syllabus

I. Background Information

Course Name: Field Work in Educational Interpreting
Number: MANC 295 **Credit Hr:** 2 **Contact Hr:** 2
Prerequisite: MANC 235

School. School of Arts and Humanities, Interpreter Training Program.

Transfer Information. Since this is an occupational course, it seldom transfers except to a B.A.S. program at colleges which have a 2+2 agreement with Mott. Contact ITP office for specific information. Some of these practicum-type experiences may replace similar requirements in other programs, however.

II. Course Information

Course Description. This course provides students with actual interpreting experience in a variety of settings. Students are monitored and evaluated, and discussions are combined with suggested improvement activities.

NOTE: Students choose a "concentration" at the beginning of their practicum. They may choose either the "Educational" interpreting or the "Free-Lance" interpreting concentration. That choice is continued into this second semester of study.

Course Objectives. At the end of this course, students will be able to:

[A1],[A2] Document actual interpreting experience in a variety of
[A4],[A5] educational settings (covering all age ranges and as many
[A6],[A7] "special needs" populations as can be arranged)
[A8],[A9]
[A10],[A11]
[A12]
[C7] Explain the expectations and limitations of the interpreter-student relationship
- Exhibit improvement in the ability to interpret new information between languages
- Keep business records of interpreting
[A3] Demonstrate competence in signing and transliterating using an English code system

* [] indicates a competency listed in the Special Education Interpreters for Deaf Students Course Matrix. Objectives not paired with a competency exceed these minimum requirements.

Attendance Policy.
Students are expected to attend every class. A student who must

miss class for any reason is expected to contact the instructor in advance. The student is expected to contact another student to obtain the assignment and to make up work promptly. The instructor has the option of giving or not giving a make-up test. Three unexcused absences are grounds for lowering the student's final grade.

Textbooks & Materials.
Practicum Packet
Articles or readings, as assigned

Main Topics.
- Actual interpreting experiences in a variety of situations
- Compilation of a journal of each interpreting experience, detailing what was or should have been done in ambiguous situations
- Discussion of questions of ethics and proper conduct with peers and instructor
- Evaluation of individual interpreting skills
- Application to Quality Assurance and Michigan Registry of Interpreters for the Deaf for interpreter skill evaluation

III. Methods of Evaluation

Grading Policy. Students receive a Pass/Fail grade in the course which reflects the quality of their work throughout the semester. This grade is based upon criteria as delineated below.

Evaluation tools.
- Performance testing of expressive skills
- Performance testing of receptive skills
- Assessment of interpreting experiences through graded journal entry
- Evaluation by consumers and mentor interpreters (deaf and/or hearing)
- In-class participation
- Peer student evaluations (for feedback only)

Student Evaluation Criteria.
Class attendance
Classroom participation
Successful completion of assigned practicum experiences
Completion of accompanying Journal of activities

Grading System.
Students who have made a substantial effort to complete all of the assignments in a professional manner will be passed in this course. A grade of "Fail" will be given to those students whose behavior demonstrates a lack of professional concern for the course and its objectives.

IV. Student Information

Content level. Reading material and course requirements are at the average college level, but students need a high reading level to be successful interpreters.

Responsibilities. Students are expected to:
- Attend class regularly (see attendance policy),
- Complete required assignments (see grading policy),
- Attend praticum experiences with the same dedication and disposition as they would a paid position,
- Respect library materials, that is, treat them respectfully and consider the needs of others to use them,
- Adhere to college policy with regard to plagiarism and cheating

V. Course Outline

Students meet with the instructor every two weeks. Other work is asigned through videotaped instruction and is reviewed or discussed during the meetings with the instructor.

Week 1: Introduction

Week 2: Ethics

Week 4: Discussion of experiences
Sign development

Week 6: English sign systems

Week 8: Rehearsed performance

Week 10: Ethics

Week 12: Discussion of experiences
Sign development

Week 14: Rehearsed performance

Course/Instructor Matrix

Instructor		Lectures classes				American Sign Language classes						Interpreting skills classes							Experience	
		102	114	203	211	107	108	109	201	202	290	150	205	231	208	232	212	245	245	295
Barker,	D					I	I													
Barker,	M					I	I	I	I		I	I								
Deschler,	J					I	I	I	I	I	I	I								
Deschler,	R					I	I													
Evans,	S					I	I	I				I								
Frelich,	M					I						I								
Harryman,	J					I	I	I	I			I	I		I		I			
Hayes-Scott,	F	I	I			I														
Jones,	E				I															
Massoud,	L					I	I	I		I		I	I	I	I	I	I	I	I	I
McKenzie,	S					I	I	I			I	I								
Swett,	D			I		I	I					I	I	I	I	I	I	I		

The indications above are the courses which instructors have traditionally taught. Several instructors 'specialize' in certain courses and are usually given those courses to teach.

Associate of Applied Science -- Interpreting

Students are recommended to take their General Education required courses during the Spring and Summer semesters and/or as additional load during the regular semesters. Realistically, most students require an additional two semesters of ASL I and II before "entering" this part of the program, so there is no problem with the General Education requirements.

	Semester 1	
MANC 102	Orientation to Deafness	3 credits
MANC 109	American Sign Language III	4 credits
MANC 150	Pre-Interpreting Survey	3 credits
MANC 211	Intro. to Deaf Community Resources	2 credits
MANC 141	Interactive Communication Lab I	1 credit
		13 credits
	Semester 2	
MANC 201	American Sign Language IV	4 credits
MANC 114	Psychological & Sociological Implications of Deafness	3 credits
MANC 251	Interpreting Laboratory I	
MANC 231	Sign-to-Voice Interpreting I	3(4) credits
		3(4) credits
		13(15) credits
	Semester 3	
MANC 202	American Sign Language V	4 credits
MANC 252	Interpreting Laboratory II	3(4) credits
MANC 232	Sign-to-Voice Interpreting II	3(4) credits
MANC 203	Professional Responsibility	2 credits
MANC 235 or 236	Practicum in Educational or Free Lance Interpreting	2 credits
		14(16) credits
	Semester 4	
MANC 290	American Sign Language VI	4 credits
MANC 253	Interpreting Laboratory III	3(4) credits
MANC 233	Sign-to-Voice Interpreting III	3(4) credits
MANC 295 or 296	Field Work in Educational or Free Lance Interpreting	2 credits
		12(14) credits

General Education Courses

English 101 and 102	3, 3 credits
Political Science	4 credits
Multi-cultural class	3 credits
Lab/Technical science class	4 credits
	17 credits

Program Total: 69 (assuming ASL III entry level)

Associate of Applied Science -- Deaf Studies

	Semester 1	
MANC 102	Orientation to Deafness	3 credits
MANC 107	American Sign Language I	3 credits
MANC 211	Intro. to Deaf Community Resources	2 credits
ENG 101	English Composition	3 credits
(Gen Ed)	Multicultural Elective	3 credits
		14 credits
	Semester 2	
MANC 108	American Sign Language II	3 credits
MANC 114	Psychological & Sociological Implications of Deafness	3 credits
MANC 141	Interactive Communication Lab I	1 credit
ENG 102	English Composition	3 credits
PSCN 171	Political Science	4 credits
Elective	Elective	2 credits
		16 credits
	Semester 3	
MANC 109	American Sign Language III	4 credits
MANC 150	Pre-Interpreting Survey	3 credits
MANC 203	Professional Responsibility	2 credits
MANC 142	Interactive Communication Lab II	1 credits
(Gen Ed)	Elective: Lab Science	4 credits
Elective	Elective	2 credits
		16 credits
	Semester 4	
MANC 201	American Sign Language IV	4 credits
Choose either:		
MANC 231	Sign-to-Voice Interpreting III * (preferred)	3(4) credits
MANC 251	Interpreting Laboratory I	*
MANC 237	Field Work in Deaf Studies	2 credits
Elective	Elective	3 credits
Elective	Elective	3 credits
		15 credits
		62 credits

IIR Multi-Year Schedule 05 #6

COURSE NUMBER	TITLE	SP 94	SU 94	FALL 94	WI 95
[illegible]	ORIENT TO DEAFNESS	-		D	-
[illegible]	AMER SIGN LANG I	D/E		D/E	D/E
[illegible]	AMER SIGN LANG II	D/E		D/E	D/E
[illegible]	AMER SIGN LANG III	E		D/E	D
[illegible]	PSYSOC IMPL/ DEAFN	E		-	D
[illegible]	SIGNREC FINGER SPL	D		-	-
[illegible]	TECHNICAL SIGNS	D		-	-
[illegible]	SEM-PRE-INTERP	E		D	D
[illegible]	AMER SIGN LANG IV	-		D/E	D/E
[illegible]	AMER SIGN LANG V	-		D/E	D/E
[illegible]	PROF RESPONSIBILITIES	-		E	-
[illegible]	INTERPRETING	-		D/E	D/E
[illegible]	INTERPRETING	-		D/E	D/E
[illegible]	INTR-DEAF COMM-RES	-		E	-
[illegible]	INTERPRETING	-		D/E	D/E
[illegible]	EXPRSO FINGERSPELL	D		-	-
[illegible]	SIGN-VOICE INTERP	-		D/E	D/E
MANC232	SIGN-VOICE INTERP	-		D/E	D/E
[illegible]	SIGN-VOE INTRP III	-		D/E	D/E
[illegible]	PRACT EDUC INTERP	-		D	D
[illegible]	PRCT FREELNCE INTP	-		D	D
[illegible]	AMER SIGN LANG VI	-		E	-
[illegible]	FLDWORK EDUC INTRP	-		D	D
[illegible]	FDWK FREELNCE INTP	-		D	D
MATH021	BASIC MATH	D/E			D/E
MATH101	BEG ALGEBRA	D/E			D/E
MATH103	ELEM GEOM/MEASURE	-			E
MATH160	INTERM ALGEBRA	D/E			D/E
MATH161	COLLEGE ALGEBRA	D/E			D/E
MATH163	PLANE TRIG	D			D/E
MATH164	APPL CALC I	-			E
MATH165	MOD INTR-PRIN MATH	-			D
MATH167	ANAL GEOM-CALC I	E			D
MATH168	ANAL GEOM-CALC II	D			D
MATH261	MATH-ELEM TCHRS I	D			-
MATH267	ANAL GEOM-CALC III	-			D
MATH268	DIFF EQ/LIN ALGEBR	-			D
MATH278	LINEAR ALGEBRA	-			D
MATH279	DIFF EQUATIONS	-			D
MATL150	INDUST MATERIALS	-	-	-	D/E
MATL151	PHYS METALLURGY	-	-	-	D/E
MGMT181	PRINCIPLES MGMT	D/E	E	D/E	D/E
MGMT183	SMALL BUS MGMT	D/E		D/E/T	D/E
MGMT284	LABOR REL SUPERV	D		D/E	D/E
MGMT286	PERSONNEL MGMT	E			D/E
MKTG151	INTRO RETAILING	-	E	D/E	D
MKTG158	SUPERV INTERNSHIP	D	D		D
MKTG251	MERCH TECHNIQUES	-			D
MKTG258	SUPERV INTERNSHIP	D		D	D
MKTG259	SUPERV INTERNSHIP	D		D	D
MUS.101	MUSIC FUNDAMENTALS	-		D	D
MUS.111	APPLIED MUSIC	-		D	D
MUS.112	APPLIED MUSIC	-		D	D
MUS.121	BAND	-		D	D
MUS.122	BAND	-		D	D
MUS.131	CHOIR	-		D	D
MUS.132	CHOIR	-		D	D
MUS.141	CHAMBER ENSEMBLE	-		D	D
MUS.142	CHAMBER ENSEMBLE	-		D	D
MUS.150	BASIC GUITAR	-		D	D
MUS.152	INTERMED GUITAR	-		D	D
MUS.153	ADVANCED GUITAR	-		D	D
MUS.158	PIANO CLASS	E		D	D
MUS.159	PIANO CLASS	E		D	D
MUS.160	MUSIC APPRECIATION	D	D/E	D/E	D/E
MUS.181	20TH CENTURY MUSIC	-		D	D
MUS.182	JAZZ APPRECIATION	-		D	D
MUS.183	WORLD MUS. APPREC.	-		D	D
MUS.184	MUS LIT-INST FORMS	-		D	-
MUS.191	MUSIC THEORY	-		D	-
MUS.192	MUSIC THEORY	-			D
MUS.193	MUSIC THEORY-KEYBD	-		D	-
MUS.194	MUSIC THEORY KEYBD	-			D
MUS.211	APPLIED MUSIC	-		D	D
MUS.212	APPLIED MUSIC	-		D	D
MUS.221	BAND	-		D	D
MUS.222	BAND	-		D	D
MUS.231	CHOIR	-		D	D
MUS.232	CHOIR	-		D	D
MUS.235	VOCAL CLASS	-		D	D
MUS.236	VOCAL CLASS	-		D	D
MUS.241	INSTRUM ENSEMBLE	-		D	D
MUS.242	INSTRUM ENSEMBLE	-		D	D
MUS.258	PIANO CLASS	E		D	D
MUS.259	PIANO CLASS	E		D	D
MUS.272	MUSIC HISTORY	-			D
MUS.291	MUSIC THEORY	-		D	-
MUS.292	MUSIC THEORY	-			D
NAN.129	FAM UNT MULTICULTR	-	-	E	-
NAN.139	GAMES, ACTIV & NTR	-	-	-	D
NANR210	FIELD EXPERIENCE	E	-	-	-
NAPP123	NUR AIDE PRIN/PROC	D/E			D/E
NURS113	NUTRITION	D/E			D/E
NURS114	PHARMACOLOGY I	D/E			D/E
NURS119	NURSING PROCESS	D/E			D
NURS120	MED/SURG NURSING I	-			D/E
NURS121	MED/SURG NSG I LAB	-			D/E
NURS122	MED/SURG NSG I-CLN	-			D/E
NURS123	PSYCHIATRIC NSG I	-			D/E
NURS124	PHARMACOLOGY II	D/E			D/E
NURS130	MATERNAL/CHD NSG I	D/E			-
NURS132	MAT/CHLD NSG I-CLN	D/E			-
NURS186	LPN TO ADN TRANSIT	D			-
NURS250	MED/SURG NSG II	-			D/E
NURS260	MED/SUR NSG III	-			D/E
NURS262	MED/SUR NSG III-CL	-			D/E
OISY101	KEYBOARDING I	D/E	D	D/E/T	
OISY103	KEYBOARDING II	D		D/E	
OISY105	KEYBOARDING III	D		D/E	
OISY120	PRIN INFO PROC	D		D/E	
OISY123	RECORDS MANAGEMENT			D/E	
OISY126	ELEC RECORDS PROC	D		D/E	
OISY150	TRANSCRIPTION I	D		D	
OISY156	MEDICAL TRANS I			E	
OISY240	MICROSOFT WORD I	E		D	
OISY270	WORDPERFECT I	D/E		D/E	
OISY271	WORDPERFECT II	D/E		D/E	
PCSW126	USING DATABASE	D		D/E	D/E
PCSW193	USING LOTUS 123	D/E		D/E	D/E
PCSW199	USING MICRO WNDOS	D		D/E	D/E
PCSW201	MICROSOFT WORD-ADV	E			D
PCSW202	MICROSOFT EXCEL	D		E	E
PCSW225	PAGEMAKER MACINTSH	D/E		D/E	D/E
PCSW248	USE SOFTWARE UTIL	-		E	E
PCSW252	WDPERF DESKTP PUBL	E		D	E
PEAC105	INTRO PHYS. ACT	D			D
PEAC108	PHYSICAL CONDITION	D			D
PEAC143	FIGURE CONTROL	-			D
PEAC144	WT.TNG-MEN/WOMEN	-			D
PEAC148	AEROBIC CONDITION	D			D
PEAC170	BEG SWIMMING	D			D
PEAC171	INTERM SWIMMING	D			D
PEAC173	LIFE SAVING	-			D
PEAC180	VOLLEYBALL	-			D
PEAC183	SELF DEFENSE	-			D
PEAC195	TENNIS	D			D
PEAC198	DOWNHILL SKIING	-			E
PEAC199	ADV SELF DEFENSE	-			D
PEAC210	WATER SAFETY INSTR	-			D
PHIL156	ETHIC ISS MEDICINE	-			D
PHIL165	PHILOS OF RELIGION	-	D	D	D/E
PHIL180	INTRO LOGIC	D/E		D/E	D/E
PHIL280	GEN PHILOSOPHY	-		D	-
PHIL295	PHIL OF ETHICS	D		D/E	D
PHOT180	BASIC PHOTOGRAPHY	D			D/E
PHOT183	BASIC PHOTO II	-			D/E
PHOT184	COLOR PRINTING	-			D/E
PHOT186	CAREERS IN PHOTO	-			E
PHOT196	FIELD EXPERIENCE	-			D/E
PHOT206	FIELD EXPERIENCE	-			D
PHOT211	INT II-PORTRAITURE	-			D
PHOT220	FIELD EXPERIENCE	-			D
PHOT290	PORTFOLIO	-			D
PHSC191	PHYSICAL SCI I	-			D
PHSM094	INTRO TECH ALGEBRA	-	-	D/E	D/E
PHSM120	TECH MATH I	-	-	D/E	D/E
PHSM121	TECH MATH II	-	-	D/E	D/E
PHSM127	INTRO DIGITAL COMP	-	-	-	D
PHSM220	TECH MATH III	-	-	-	D
PHSM222	MECHANICS	-	-	E	E
PHSMA26	APPLIED PHYSICS I	-	-	E	E
PHSMA27	APPLIED PHYSICS II	-	-	-	E
PHYS282	GEN COL PHYSICS II	-			D
PHYS286	GENERAL PHYSICS II	-			D
PLT.112	LEGAL RESEARCH TEC			D/E		
PLT.113	LEGAL WRITING				D/E
PLTC110	INTRO AMER LAW	E		D/E	D/E
PLTC111	LAW OFFICE OPERAT	-		D/E	-
PLTC112	LEGAL RESEARCH TEC	-		D/E	-
PLTC113	PRETRIAL/TRIAL/APP	-			D/E
PLTC114	WILLS/PROB/ADM EST	-			D/E
PLTC115	REAL ESTATE TRANS	-		E	
PLTC201	LEGAL ASST INTSHP	D	D	D/E/D	D

* FIRST HALF SEMESTER ** SECOND HALF SEMESTER

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Interpreter Training Program Statistics

	Enrollment							Section Offerings						Staffing					
Sem-ester	# Sec	Capacity On-C	Capacity Off-C	Enrollment On-C	Enrollment Off-C	% Full On-C	% Full Off-C	# Day On-C	# Day Off-C	# Nite On-C	# Nite Off-C	# FSS On-C	# FSS Off-C	# FT	# Sec FT/OV	# Adj	# Sec Adj	# PT	# Sec PT
F 77	8													0				4	8
W 78														0					
F 78	14													0				9	14
W 79	16													0				10	
F 79	15													1				8	
W 80	14													1				3	
F 80														LL 2					
W 81	16													2				6	
F 81	20													2				6	
W 82	10													1?				?	
F 82	15?													2				3	
W 83	15?	240		209		87								2				5	
F 83	16?	256												2				4	
W 84	16?	226		222		98								2				4	
F 84	14?	212		173		82								2				6	
W 85	12	184		141		76								2				3	
F 85	11	186		141		79								2				?	
W 86	13	184		163		89								2				4	
F 86	15	242		182		75								2				6	
W 87	12	184		163		88		9	ϕ	3	ϕ	ϕ	ϕ	2	5	-	-	4	7
F 87	20	328		317		97		15	6	5	ϕ	ϕ	ϕ	2	5	-	-	5	15

L-SO

	Enrollment							Section Offerings						Staffing					
Semester	# Sec	Capacity On-C	Capacity Off-C	Enrollment On-C	Enrollment Off-C	% Full On-C	% Full Off-C	# Day On-C	# Day Off-C	# Nite On-C	# Nite Off-C	# FSS On-C	# FSS Off-C	# FT	# Sec FT/OV	# Adj	# Sec Adj	# PT	# Sec PT
W 88	22	[illegible]		332		[illegible]		12	[illegible]	4	3	1	0	2	5	-	-	7	17
F 88	23	424		396		93		15	1	10	0	2	0	2	5	-	-	10	23
W 89	22	324		311		92		16	0	4	3	2	0	2	4	-	-	8	12
F 89	23	377		332		96		14	0	5	0	2	0	2	4 1	4	12	4	5
W 90	2	310		264		85		11	0	5	3	2	0	2	4 1	4	2	4	4
F 90	20	322		308		94		11	0	6	3	3	0	2	5 1	4	11	3	4
W 91	17	222		252		87		11	0	6	1	1	0	1 Sab	1	4	6	3	12
F 91	21	324		304		94		10	0	6	4	1	0	2	3	4	12	6	7
W 92	23	338		297		88		12	0	6	[illegible]	1	0	2	3	4	11	4	9
F 92	28	324		[illegible]				14	0	2	5	1	0	.6 +.5 .25 -.2	3	4	12	7	13
W 93	30	352	98	312	84	89%	86%	12	2	6	5	2	0	.6 .25 2	3	6	17	8	10
F 93	28	354	34	418	?	[illegible]	95	12	3	6	3	3	0	2	3	6	16	7	9
W 94	28	366 (+12)	56					13	3	8	4	3	0	.6 .25 2	3	5	14	8	11
F 94																			
W 95																			
F 95																			
W 96																			
F 96																			
W 97																			
F 97																			

NUMBERS OF SECTIONS

(No confirmation of runs) FALL

	1977		1978		1979		1980		1981		1982		1983		1984		1985		1986		1987	
	offered	Run	offered	Run	offered	Run	offered	Run	offered	Run	offered	Run	offered	Run	offered	Run	offered	Run	offered	Run	offered	Run
02 Cent. Deaf	Comm problems				(1)				1	1	1	1	1	1	1	1	1	1	1	1	1	1
07 SL I	3	3	10	10	7	7	6	6	8	8	6	6	8	6	7	6	6	4	6	5	6	8
08 SL II	2	2	3	2	3	2	3	3	4	3	2	1	3	1	2	0	2	1	3	2	2	1
09 SL III					3	2	2	2	2	2	2	2	1	1	2	1	2	1	2	1	2	2
14 Y-Soc			1	1	1	1	1	1	1	1	-	-					1	0	0	0	0	0
15 Ny.											-	-										
16 Signs											-	-										
01 SL IV	1	1	2	2	3	0	1	1			1	1	2	2	1	1	0	0	1	1	1	1
02 SL IV									1	1	1	0	1	1	1	1	1	0	1	1	1	0
03 Lect.			(1	1)	(1	1)	(Intro 1	1)	1	1	1	1	1	1	1	0	1	1	1	1	1	1
05 ab					2	2	(Adv 1	0)	1	1	2	2	1	1	2	1	1	1	1	1	2	1
v							1	1	1	1	1	0	2	2	1	1	1	0	1	1	2 (3 walks)	2
act.					1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
11 Res									-	-	-	-	1	1	1	0	1	1	1	1	1	1
0 t. stu									-	-	1	(5)	0	0	0	0	1	0	1	0	1	1 (2 out 2nd)
	148			17		17		17		20		15		18		13		11		14		149

NUMBERS OF SECTIONS

FALL

Off Sat

	1988		1989		1990		1991		1992		1993		1994		1995		1996		1997		1998	
	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run
102 Orient. to Deaf	1	1	1	1	1	1	1	1	1	1	1	1										
107 ASL I	9	9	8	7	6	6	8	8	10	9	10	9										
108 ASL II	5	4	4	2	2	2	3	3	4	3	5	3										
109 ASL III	3	2	4	4	1	1	2	2	1	2	3	3										
114 Psy-Soc																						
115 Fing.	2	2	2	1								-										
116 T. Signs																						
150 PINS					1	1	1	0	1	2	2	2										
202 ASL VI							1	1	-		-											
201 ASL IV	2	2	2	1	2	2	2	2	1	1	2	2										
202 ASL V	2	1	1	1	1	1	1	1	2	1	2	1										
203 PR Int. Educ.	1	1	1	1	1	1		0	1	1												
206 Lab	2	2	3	2	2	2	2	2	2	2	2	1										
209 S-to-V	1	1	1	1	1	1	1	1	2	2	2	2										
210 Pract.	1	1	1	1	1	1	1	1	1	1	1	1										
211 D.C. Res	1	1	1	1	1	1	1	1	1	1	1	1										
220 Orient. Educ.	(1)	(1)																				
	150	27		22		20		23		26		27										

Day, on-campus

Night On-campus

Day Off-campus

Night Off-campus

FSS On-campus

151

Computer Day Night

	1988		1989		1990		1991		1992		1993		1994		1995		1996		1997		1998	
	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run
102 Orient to Deaf	0	0									0											
107 ASL I	5 1 7 1	5 1 7 1	3 2 5	3 2 5	3 2 5	3 2 5	3 3 6	3 3 6	3 4 2 7 0	3 4 2 7 0	3 2 2 10 2 2	3 2 2 10 2 1	3 2 11 3 2 1	3 2 8 1 1 1								
108 ASL II	4 1 5	4 1 5	2 2 5 9	2 2 5 1	4	2 1 4	2 1 4	2 1 4	2 3 2 6	2 3 2 6	2 6 0 3	2 7 0 3	2 7 0 2	2 6 0 2								
109 ASL III	1 0 1	1 0 1	1 3	1 3	1 2	1 2	1 2	1 2	1 0 1	1 0 1	2 0	2 0	2	2								
114 Ryo Son	1 2	1 2	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1 1	1	1								
115 Fing.					1	0							Emergency Comm 2	2								
116 T. Signs																						
150 PINS					1	0	0		0		1	1	1	1								
ASL VI					1	0	1	1	0		-	-	-	-								
201 ASL IV	1 2	1 2	1	1	1 3	1 2	1	1	1 2	1 2	1 2	1 2	1 2	1 2								
202 ASL V	1 1	1 1	1	1	1 1	1 1	1	1	1 2	1 2	1	1	1 2	1 2								
203 PR Intrnst																						
206 Lab	1 1	1 1	2 3	2 3	2 3	2 3	2	2	2	2	2	2	2	1								
209 S-to-V	2 2	2 2	2	2	1	1	1	1	1	1	2	2	2	2								
210 Pract.	1 1	1 1	2	2	1	1	1	0	1	1	1	1	1	1								
211 D.C. Res	0	0		1 trial																		
220 Orient. Stu																						
	152	22		23		20		19		23		30		28						153		

C-5-7

NUMBERS OF SECTIONS
WINTER

	1977		1978		1979		1980		1981		1982		1983		1984		1985		1986		1987	
	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run	Offered	Run
02 rient. Deaf													–	–								
107 SL I													7	5	6	6	4	3	4	4	4	4
108 SL II													3	3	3	3	3	3	2	.	2	3
09 SL III													1	1	2	0	0	0	1	1	2	1
14 Y • Soc													1	1	1	1	1	1	1	1	1	1
15 ng.																						
16 Signs																						
01 SL IV													2	2	1	1	1	1	1	1	–	–
02 SL V															2	1	1	1	1	1	1	0
03 r. Lect.																						
05 ab													2	1	2	1	1	1	1	1	1	1
V													2	2	2	2	1	1	1	1	1	1
act.													1 1 1	1 1 1	3	3	1	1	1	1	1	1
11 - Res													1	–								
0 ct. Std													2	2		1 stud	(2) 1	1	1	0	1	1
		154												16		16		13		17		156

C-5-7

ITP ENROLLMENT STATISTICS

Winter 94

Course #	Name	#Sec. On-C	#Sec. Off-C		Max Cnt	Act Cnt	%Full	# cred. hr
MC 141	ICL	2		x	14 = 28			2
MC 102	Orientation to Deafness			x	30 =			
MC 107	ASL I	6	2	x	14 = 112			24
MC 108	ASL II	4	2	x	14 = 84			18
MC 109	ASL III	2		x	14 = 28			8
MC 114	Psy & Soc Implications	1		x	30 = 30			3
MC 115	Fingerspelling			x	14 =			
MC 116	Technical Signs			x	14 =			
MC 150	Pre-Interpreting Survey	1		x	14 = 14			3
MC 201	ASL IV	2		x	14 = 28			8
MC 202	ASL V	2		x	14 = 28			8
MC 290	ASL VI			x	14 =			
MC 203	Professional Rsponsibility			x	30 =			
MC 211	Intro to Deaf Comm. Resources			x	30 =			
Linked Sections:								
MC 251	Interpreting Laboratory I							
MC 252	" " II	1		x	14 = 14			3(4)
MC 253	" " III							
Linked Sections:								
MC 231	Sign-to-Voice Interpreting I							
MC 232	" " II	2		x	14 = 28			6(8)
MC 233	" " III							
Linked Sections:								
MC 235, 236, 295, 296, 237	Practicum & Fieldwork	1		:	28 = 28			2
		24	4		422			88 contact (85 credit) @ 18/load = 4.9 FTE
		28			Off-campus: (14×4) = 56			

Linked Sections/Per Student:
MC 220 Directed Study (2 credits)
MC 221 Directed Study (3 credits)

Teachers
L-L 2
FHS 1
/3

Adjunct
M Barker 3 (3D-surgery)
D Snell 2
J Harryman 3
S Mackenzie 2
B Mahrenholz 3
/14 courses

Part-time
D Barker 1
R Deschler 1
I Florence 2
S Loomis 2
S Rowell 2
B Sanderson 1
D Sanders 1
J Schwall 1
/11 sections

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ITP ENROLLMENT STATISTICS

Fall 1993

Course #	Name	#Sec. On-C	#Sec. Off-C	Max Cnt	Act Cnt	%Full	Cr
[redacted] 141	ICL	1		x 14 = 14			1
[redacted] 102	Orientation to Deafness	1		x 30 = 14			3
MC 107	ASL I	4	5	x 14 = 126			27
MC 108	ASL II	2	1	x 14 = 42			9
[redacted] 109	ASL III	3		x 14 = 42			12
MC 114	Psy & Soc Implications	ø		x 30 =			
[redacted] 115	Fingerspelling	ø		x 14 =			
MC 116	Technical Signs	ø		x 14 =			
[redacted] 150	Pre-Interpreting Survey	2		x 14 = 28			6
[redacted] 201	ASL IV	2		x 14 = 28			8
[redacted] 202	ASL V	1		x 14 = 14			4
[redacted] 290	ASL VI	ø		x 14 =			
MC 203	Professional Rsponsibility	1		x 30 = 30			2
[redacted] 211	Intro to Deaf Comm. Resources	1		x 30 = 30			2
Linked Sections:							
[redacted] 251	Interpreting Laboratory I						
[redacted] 252	" " II	1		x 14 = 14			3(4)
MC 253	" " III						
Linked Sections:							
MC 231	Sign-to-Voice Interpreting I						
MC 232	" " II	2		x 14 = 28			6(8)
[redacted] 233	" " III						
Linked Sections:							
[redacted] 235-236 295-296 237	Practicum & Fieldwork	1		28 · 28			2
		22	6	438			88 contact (85 credit) = 4.9 FTE

Linked Sections/Per Student:

[redacted] 220 Directed Study (2 credits)
[redacted] 221 Directed Study (3 credits)

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[redacted] Teachers
FTS-1 LL-2

Adjunct
- M Barker - 3
- J Deschler - 3
- J Harryman - 3
- B Masson - 4
- S McKenzie - 2
- D Swett - 1

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Part-time (9)
- D Barker - 1
- R Deschler - 1
- I Florence - 2
- E Jones - 1
- S Loomis - 2
- B Sanderson - 1
- J Schwall - 1

ITP ENROLLMENT STATISTICS

Winter 1993

Course #	Name	#Sec. On-C	#Sec. Off-C	Max Cnt	Act Cnt	%Full	# Credits
MC 141	ICL	1		x 14 =	14		1
MC 102	Orientation to Deafness			x 30 =			
MC 107	ASL I	10		x 14 =	140		30
MC 108	ASL II	7		x 14 =	98		21
MC 109	ASL III	2		x 14 =	28		8
MC 114	Psy & Soc Implications	1		x 30 =	30		3
MC 115	Fingerspelling			x 14 =			
MC 116	Technical Signs			x 14 =			
MC 150	Pre-Interpreting Survey	1		x 14 =	14		3
MC 201	ASL IV	2		x 14 =	28		8
MC 202	ASL V	1		x 14 =	14		4
MC 290	ASL VI			x 14 =			
MC 203	Professional Rsponsibility			x 30 =			
MC 211	Intro to Deaf Comm. Resources			x 30 =			
Linked Sections:							
MC 251	Interpreting Laboratory I						
MC 252	" " II	2		x 14 =	28		6(8)
MC 253	" " III						
Linked Sections:							
MC 231	Sign-to-Voice Interpreting I						
MC 232	" " II	2		x 14 =	28		6(8)
MC 233	" " III						
Linked Sections:							
MC 235-236 295-296 237	Practicum & Fieldwork	1		: 28	28		2
		30			450		96 credits (92) 5.3

Linked Sections/Per Student:
MC 220 Directed Study (2 credits)
MC 221 Directed Study (3 credits)

Teachers
FHS 1
LL 2

Adjunct
M Barker 3
J Deschler 3
J Horryman 3
S McKenzie 2
B Massoud 4

Part-time
D Barker 1
R Deschler 1
E Jones 0
I Florence 2
D Sanderson 1
D Switzer 1
S Gemmill 2

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ITP ENROLLMENT STATISTICS
Fall 1992

Course #	Name	#Sec.		Max Cnt	Act Cnt	%Full	
MC 141	I C L	1	x	14 = 14	20	0FF	1
MC 102	Orientation to Deafness	1	x	30 = 30	50		3
MC 107	ASL I (6/3)	9	x	14 = 126	24	42	27
MC 108	ASL II (1/2)	3	x	14 = 42	11	28	9
MC 109	ASL III 2	2	x	14 = 28	17		8
MC 114	Psy & Soc Implications	0	x	30 = -			
MC 115	Fingerspelling	0	x	14 = -			
MC 116	Technical Signs.	0	x	14 = -			
MC 150	Pre-Interpreting Survey	2	x	14 = 28			6
MC 201	ASL IV	1	x	14 = 14			4
MC 202	ASL V	1	x	14 = 14			4
MC 210	ASL VI	1	x	14 = 14			4
MC 203	Professional Rsponsibility	1	x	30 = 30			2
MC 211	Intro to Deaf Comm. Resources	1	x	30 = 30			2
Linked Sections:							
MC 251	Interpreting Laboratory I						
MC 252	" " II	2	x	14 = 28			6(8)
MC 253	" " III						
Linked Sections:							
MC 231	Sign-to-Voice Interpreting I						
MC 232	" " II	2	x	14 = 28			6(8)
MC 233	" " III						
Linked Sections:							
MC 235-236 295-296 237	Practicum & Fieldwork	1	x	28 = 28			2
							88
				= 454			84
		28					=4.8FTE
Linked Sections/Per Student:							
MC 220	Directed Study (2 credits)						
MC 221	Directed Study (3 credits)						

FT Teachers 2 ITHS LL Totals:

PT Teachers 11 159

MB Swett Swetkis Harryman Sanderson B Massad

JD Florence D Baxter McPherson Lyons

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ITP ENROLLMENT STATISTICS

Winter 1992

Course #	Name	#Sec.		Max Cnt	~~Act Cnt~~ Capacity	%Full
					Dn Sp	
[redacted]C 102	Orientation to Deafness	2	x 30 =			
MC 107	ASL I	7	x 14 =	98		21
MC 108	ASL II	6	x 14 =	84		18
[redacted]C 109	ASL III	1	x 14 =	14		4
MC 114	Psy & Soc Implications	1	x 30 =	30		3
[redacted]C 115	Fingerspelling	-	x 14 =			
MC 116	Technical Signs	-	x 14 =			
[redacted]C 150	Pre-Interpreting Survey	-	x 14 =			
MC 201	ASL IV	2	x 14 =	28		8
[redacted]C 202	ASL V	2	x 14 =	28		8
[redacted]C 210	ASL VI	-	x 14 =			
MC 203	Professional Rsponsibility	-	x 30 =			
[redacted]C 211	Intro to Deaf Comm. Resources	-	x 30 =			
Linked Sections:						
[redacted]C 251	Interpreting Laboratory I					
[redacted]C 252	" " II	2	x 14 =	28		6 (8)
MC 253	" " III					
[redacted]nked Sections:						
MC 231	Sign-to-Voice Interpreting I					
MC 232	" " II	1	x 14 =	14		3 (4)
[redacted]C 233	" " III					
Linked Sections:						
[redacted]C 235-236 295-296	Practicum & Fieldwork	1	x 28 =	28		2

13 cred
17 cont
= 4.3 FTE

23 Sections = 352 capacity

Linked Sections/Per Student:
[redacted]C 220 Directed Study (2 credits)
[redacted]C 221 Directed Study (3 credits)

[redacted]T Teachers 2 FHS-1 LL-2 3rd

[redacted]T Teachers 9

Totals: 160

N Barker, D. Parker, B. Massoud, McKenzie, R Deschler, J. Deschler, Swartz, Florence, Harryman

ITP ENROLLMENT STATISTICS

Fall 1991

Course #	Name	#Sec.	Max Cnt	Act Cnt	%Full	# cred
MC 102	Orientation to Deafness	1 x	30 = 30			3
MC 107	ASL I	8 x	14 = 112			24
MC 108	ASL II	3 x	14 = 42			9
MC 109	ASL III	2 x	14 = 28			8
MC 114	Psy & Soc Implications	. x	30 =			
MC 115	Fingerspelling	. x	14 =			
MC 116	Technical Signs	. x	14 =			
MC 150	Pre-Interpreting Survey	- x	14 =			
MC 201	ASL IV	2 x	14 = 14			8
MC 202	ASL V	x	14 =			
MC 290	ASL VI	1 x	14 = 14			4
MC 203	Professional Rsponsibility	- x	30 = -			
MC 211	Intro to Deaf Comm. Resources	1 x	30 = 30			2
Linked Sections:						
MC 251	Interpreting Laboratory I					
MC 252	" " II	2 x	14 = 28			6(8)
MC 253	" " III					
Linked Sections:						
MC 231	Sign-to-Voice Interpreting I					
MC 232	" " II	2 x	14 = 28			6(8)
MC 233	" " III					
Linked Sections:						
MC 235-236 295-296	Practicum & Fieldwork	1 x	28 = 28			2
						72 cred
						76 cont
		23	= 354			= 4.2 FTE

Linked Sections/Per Student:
MC 220 Directed Study (2 credits)
MC 221 Directed Study (3 credits)

FT Teachers 2 FHS

PT Teachers: 8

Totals: Barker, Deschler, McKenzie, Swett, Tetlow, A. Mansson, Jones, Harryman

161

ITP ENROLLMENT STATISTICS

Winter 1991

Course #	Name	#Sec.	Max Cnt	Act Cnt	%Full	
MC 102	Orientation to Deafness		x 30 =			
MC 107	ASL I	6	x 14 = 84			18
MC 108	ASL II	4	x 14 = 56			12
MC 109	ASL III	2	x 14 = 28			8
MC 114	Psy & Soc Implications	1	x 30 = 30			3
MC 115	Fingerspelling		x 14 =			
MC 116	Technical Signs		x 14 =			
MC 150	Pre-Interpreting Survey		x 14 =			
MC 201	ASL IV	1	x 14 = 14			4
MC 202	ASL V	1	x 14 = 14			4
MC 240	ASL VI	1	x 14 = 14			4
MC 203	Professional Rsponsibility		x 30 =			
MC 211	Intro to Deaf Comm. Resources		x 30 =			
Linked Sections:						
MC 251	Interpreting Laboratory I					
MC 252	" " II	2	x 14 = 28			6(8)
MC 253	" " III					
Linked Sections:						
MC 231	Sign-to-Voice Interpreting I					
MC 232	" " II	1	x 14 = 14			3(4)
MC 233	" " III					
Linked Sections:						
MC 235-236 295-296	Practicum & Fieldwork	Ø	x 28 = Ø			

62 cred
65 contact
= 3.6 FTE

19 = 282

Linked Sections/Per Student:
MC 220 Directed Study (2 credits)
MC 221 Directed Study (3 credits)

FSH - 1

FT Teachers (LL-sab) Totals:

PT Teachers 7 Neal Swett Harryman
M Barker R. Deschler
S [illegible] J Deschler 162

ITP ENROLLMENT STATISTICS

Fall 1990

Course #	Name	#Sec.	Max Cnt	Act Cnt	%Full	
[redacted] 102	Orientation to Deafness	1 x	30 = 30			3
MC 107	ASL I	6 x	14 = 84			18
MC 108	ASL II	2 x	14 = 28			6
[redacted] 109	ASL III	1 x	14 = 14			4
MC 114	Psy & Soc Implications	x	30 =			
[redacted] 115	Fingerspelling	x	14 =			
MC 116	Technical Signs	x	14 =			
[redacted] 150	Pre-Interpreting Survey	1 x	14 = 14			3
MC 201	ASL IV	2 x	14 = 28			8
[redacted] 202	ASL V	1 x	14 = 14			4
[redacted] 240	ASL VI	x	14 =			
MC 203	Professional Rsponsibility	1 x	30 = 30			2
[redacted] 211	Intro to Deaf Comm. Resources	1 x	30 = 30			2
Linked Sections:						
[redacted] 251	Interpreting Laboratory I					
[redacted] 252	" " II	2 x	14 = 28			6
MC 253	" " III					
Linked Sections:						
MC 231	Sign-to-Voice Interpreting I					
MC 232	" " II	1 x	14 = 14			3
[redacted] 233	" " III					
Linked Sections:						
[redacted] 235-236 295-296	Practicum & Fieldwork	1 x	28 = 28			2
						61 cred
						= 3.4 FTE
		20	= 342			

Linked Sections/Per Student:
[redacted] 220 Directed Study (2 credits)
[redacted] 221 Directed Study (3 credits)

[redacted] Teachers FHS 11

[redacted] Teachers 7

Totals: Doschler Barker Swett Hennyman [illegible] Partridge Jones

ITP Geographical Student Representation

Winter 1994 Semester

Genesee County

Burton	13
Clio	6
Davison	25
Fenton	11
Flint	107
Flushing	8
Gaines	2
Goodrich	3
Grand Blanc	13
Linden	1
Montrose	5
Mt. Morris	7
Otisville	5
Swartz Creek	15

Total: 221

Percentages:

In-County	73%
Adjoining	17%
Distant	10%

203 students

Adjoining Counties

Lapeer

Almont	1
Attica	2
Columbiaville	4
Imlay City	1
Lapeer	11
Metamora	2
North Branch	4

Oakland

Birmingham	0
Clarkston	3
Corunna	0
Davisburg	1
Drayton Plains	1
Holly	2
Oakland	0
Ortonville	0
Oxford	0
Pontiac	0
Rochester	1
Royal Oak	1
Southfield	0
Troy	1
Waterford	4
White Lake	1

Adjoining Counties

Saginaw

Birch Run	0
Bridgeport	0
Chesaning	0
Merrill	0
Saginaw	4

Shiawassee

Bancroft	0
Byron	0
Durand	3
Lennon	0
Owosso	0

Tuscola

Caro	0
Fostoria	1
Mayville	0
Millington	2
Vassar	2

Total: 52

Other Counties

Arenac

Standish	1
Sterling Heights	

Bay

Bay City	5
Essexville	0
Linwood	1
Pinconning	1

Clinton

St. Johns	1

Clare

Harrison	1

Gladwin

Rhodes	1

Lenawee

Clinton Township	0

Other Counties

Macomb

Mt. Clemens	1
Romeo	1
Utica	0
Warren	0

Midland

Midland	3

Roscommon

St. Helen	0

Sanilac

Brown City	1

St. Clair

Allenton	1
Goodells	0
Marysville	1
Memphis	0
Pearl Beach	1
Port Huron	2
St. Clair	0
Yale	3

Other Counties

Washtenaw

Ann Arbor	2
Chelsea	1
Ypsilanti	1

Wayne

Canton	1
Dearborn	0
Detroit	0
Livonia	0
Plymouth	0
Redford	0

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Total: 29
~~~~~~~~~~~~~~~~~~~

ITP Geographical Student Representation

Fall 1993 Semester

Genesee County	
Burton	11
Clio	6
Davison	21
Fenton	16
Flint	73
Flushing	11
Gaines	0
Goodrich	2
Grand Blanc	13
Linden	4
Montrose	3
Mt. Morris	16
Otisville	1
Swartz Creek	14

Total: 191

Percentages:	
In-County	71%
Adjoining	18%
Distant	11%

Adjoining Counties	
Lapeer	
Almont	1
Attica	1
Bancroft	1
Columbiaville	4
Imlay City	1
Lapeer	9
Metamora	3
North Branch	4
Oakland	
Birmingham	1
Clarkston	1
Corunna	0
Davisburg	1
Holly	1
Oakland	0
Ortonville	0
Oxford	0
Pontiac	0
Royal Oak	1
Southfield	0
Troy	1
Waterford	3
White Lake	0

Adjoining Counties	
Saginaw	
Birch Run	0
Bridgeport	0
Chesaning	0
Merrill	0
Saginaw	4
Shiawassee	
Bancroft	1
Byron	0
Durand	2
Lennon	3
Owosso	0
Tuscola	
Caro	0
Fostoria	1
Mayville	1
Millington	3
Vassar	1

Total: 49

Other Counties

Arenac

Sterling Heights	1

Bay

Bay City	3
Essexville	1
Linwood	1
Pinconning	1

Clare

Harrison	0

Lenawee

Clinton Township	0

Other Counties

Macomb

Mt. Clemens	1
Romeo	1
Utica	0

Midland

Midland	1

Roscommon

St. Helen	0

Sanilac

Brown City	1

St. Clair

Allenton	1
Goodells	1
Memphis	0
Port Huron	0
St. Clair	0
Yale	2

Other Counties

Washtenaw

Ann Arbor	1
Ypsilanti	0

Wayne

Dearborn	0
Detroit	0
Livonia	0
Plymouth	0
Redford	0

Total: 16

NOTE: Students come from this wide area as a result of word-of-mouth; we do not do any specialized advertising!

ITP Geographical Student Representation

Winter 1993 Semester

Genesee County

Burton	20
Clio	10
Davison	14
Fenton	20
Flint	98
Flushing	14
Gaines	2
Goodrich	1
Grand Blanc	15
Linden	5
Montrose	5
Mt. Morris	18
Otisville	1
Swartz Creek	13

Total: 235

Adjoining Counties

Lapeer

Almont	1
Columbiaville	5
Imlay City	3
Lapeer	14
Metamora	2
North Branch	1

Oakland

Clarkston	2
Corunna	1
Holly	7
Oakland	0
Ortonville	0
Oxford	0
Pontiac	0
Royal Oak	1
Southfield	0
Waterford	3
White Lake	2

Adjoining Counties

Saginaw

Birch Run	2
Bridgeport	0
Chesaning	1
Merrill	0
Saginaw	4

Shiawassee

Bancroft	2
Byron	1
Lennon	4
Owosso	1

Tuscola

Caro	0
Fostoria	1
Mayville	1
Millington	3
Vassar	2

Total: 64

Percentages:	
In-County	74%
Adjoining	20%
Distant	5%

Other Counties

Arenac

Sterling Heights	0

Bay

Bay City	3
Essexville	0
Linwood	1
Pinconning	1

Clare

Harrison	1

Lenawee

Clinton Township	0

Other Counties

Macomb

Mt. Clemens	1
Romeo	1
Utica	0
Warren	1

Midland

Midland	5

Roscommon

St. Helen	0

Sanilac

Brown City	2

St. Clair

Allenton	0
Goodells	1
Marysville	1
Memphis	0
Pearl Beach	1
Port Huron	2
St. Clair	0
Yale	3

Other Counties

Washtenaw

Ann Arbor	1
Chelsea	1
Ypsilanti	0

Wayne

Canton	2
Dearborn	0
Detroit	1
Livonia	0
Plymouth	0
Redford	0

Total: 29

NOTE: Students come from this wide area as a result of word-of-mouth; we do not do any specialized advertising!

ITP Geographical Student Representation

Fall 1992 Semester

Genesee County

Burton	11
Clio	10
Davison	15
Fenton	13
Flint	96
Flushing	10
Gaines	3
Goodrich	1
Grand Blanc	13
Linden	2
Montrose	4
Mt. Morris	8
Otisville	3
Swartz Creek	14

Total: 203

Percentages:

In-County	78%
Adjoining	17%
Distant	5%

Adjoining Counties

Lapeer	
Columbiaville	1
Imlay City	2
Lapeer	10
Metamora	2
North Branch	1
Oakland	
Clarkston	1
Holly	6
Oakland	1
Ortonville	1
Oxford	1
Royal Oak	1
Waterford	1
White Lake	1
Saginaw	
Bridgeport	1
Shiawassee	
Byron	1
Lennon	2
Tuscola	
Caro	1
Fostoria	2
Mayville	1
Millington	3
Vassar	3

Total: 43

Other Counties

Bay	
Bay City	1
Linwood	1
Clare	
Harrison	1
Lenawee	
Clinton Township	1
Macomb	
Mt. Clemens	1
Romeo	1
Midland	
Midland	2
Sanilac	
Brown City	1
St. Clair	
Memphis	1
Port Huron	1
Yale	2
Wayne	
Detroit	1

Total: 14

Initial Needs Study for Voc Ed

0.9-1

HE-4185-II-C-1
(Attachment A)

1. NEED STUDY SYNOPSIS (Fill in the blanks.)

A need study was conducted for (name of junior/community college) Mott Community College by ("college personnel" or name of firm that conducted study) SPEC Associates during (winter, spring, fall) winter, (year) 1990, for the proposed new (program title) Interpreter Training Program program, (CIP Code) 13.1003. The geographic area to be served by the college includes the cities of (all of southeastern lower Michigan) and the following counties: Bay, Midland, Saginaw, Tuscola, St. Clair, Lapeer, Genesee, Shiawassee, Livingston, Oakland, Macomb, Wayne, Washtenaw (& other occasionall

The need study which surveyed (actual number) 23 employers, revealed that within the geographical area to be served by the college (actual number) 226 skilled persons are currently employed (117 full-time, 109 part-time) in the occupation for which this program could provide training. Additionally, (actual number) 77 persons are receiving on-the-job training for this occupation (38 full-time, 39 part-time).

The need study projected one and five year full-time and part-time job opportunities relative to participants in this program. For associate degree holders, 131 positions (41 full-time, 90 part-time) are projected within one year; and within five years 100 positions are projected (30 full-time, 70 part-time).

For certificate holders, _____ positions (_____ full-time, _____ part-time) are projected within one year; within five years _____ positions are projected (_____ full-time, _____ part-time).

For individuals who upgrade themselves with limited course work, 75 positions (62 full-time, 13 part-time) are projected within one year; within five years 134 positions (123 full-time, 11 part-time) are projected.

CHECK ONE ONLY

Overall, [X] job opportunities are projected to be available for no less than 75% of the projected program enrollees in any one year,

OR

[ ] at least 90% of the projected program enrollees will be employed persons from the proposed program area who desire upgrading within their occupation.

(Fill in the blanks.)

A student survey indicated that 145 individuals are interested in pursuing the program (66 associate degree, _____ certificate, 79 course work). Survey respondents included a total of 252, (252 present community college students and 0 employed persons).

High school survey results:
Total of 402 students of which 91 were "interested":
41/assoc 50/coursework

2. EXISTING EDUCATIONAL OPPORTUNITIES

List the educational opportunities available for students interested in this program that are within the geographic area currently served by the college.

INSTITUTION	PROGRAM	LOCATION
Lansing Community College		Lansing (our of our area)
Madonna College		Livonia (interpreting portion of program not currently active)

09 - 1

A Labor Market Study

of Interpreters

by

Bonnie M. Massoud, CI/CT

A paper in partial fulfillment

of the requirements for the EDU 500 class

Ferris State University

December 1992

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Introduction

Many roadblocks were presented during the preparation of this report. Unfortunately, only approximately 5% of the inquiries were answered. This low response definitely reflects the lack of research and statistical record-keeping within the field of interpreting. Even the world's leading university for Deaf students could not supply this writer with any details.

The intention of this paper was to report on needs throughout the State of Michigan, with a major focus on the service delivery area for C. S. Mott Community College and its American Sign Language Interpreter Training Program, but with additional information from other delivery areas throughout the State. Various job-seeking books were utilized in order to gain the widest amount of information in print (which was sorely lacking). Besides investigating American Sign Language Interpreting fields, there is a discussion/comparison of Foreign Language Interpreters. Both fields are relatively functioning in a synonymous fashion.

A recent trend has been to start incorporating Foreign Language Interpreting students with the American Sign Language Interpreting students since the interpreting theories are applicable equally to both fields. The major difference, of course, is the language base. The only separate requirement would be language "lab" assistants. As things stand today, most Foreign Language Interpreters receive little to no formal training in how to interpret.

Truly there is a need for more interpreters, for expanding existing programs, and for continuing present education efforts. Hopefully, this paper will shed some insight on our unique field — an often misunderstood one.

I. Define the Context

As of October 1, 1989, the Division on Deafness, in their Market Opinion Research, reported an estimated 319,000 - 322,000 hearing impaired individuals and 8,620 - 8,850 deaf individuals within the state of Michigan.[1]

The demand for American Sign Language Interpreters throughout the state is greater than the supply. As Table C.13 and C.15 of the appendix demonstrate, services to the hearing impaired is not sufficient, and as many as 41% of white respondents and 52% of black respondents report difficulties in obtaining an interpreter. Flint and neighboring areas have a very high deaf population. How the economy falls or rises has an impact on the availability of interpreting services.

There are, and will be, short- and long-term needs for trained workers in the State of Michigan. The kind of skills necessary would be at least a Quality Assurance rating of QA II or higher, preferably certification through the Registry of Interpreters for the Deaf.

Flint is located approximately 45 minutes from Lansing, and one hour (or more) from Detroit. Transportation tends to be via private vehicles, but those who are close to town take the MTA bus. For freelance interpreters, commuting plays are very large role in their employment capabilities, since most jobs are scattered around the county and surrounding counties, and always changing from day to day. Pontiac does not provide public transportation. Most workers use private vehicles to work in Pontiac, Flint, surrounding areas, and Detroit --- only 40 miles south of Pontiac.

Genesee County makes up about 86 percent of the population within the geographical region of Shiawassee and Genesee counties. The majority of that population is immersed in

0.9-1
0.9-1

industry. Population in this region has declined slightly over the past fifteen years.

Thirty-seven percent of the region's jobs revolve around large manufacturing, focusing on auto production and related industries. Although there has been significant reductions in the manufacturing industries, there has been an increase in service producing areas. (Interpreters are included in this area.) Manufacturing labor-related positions are expected to lose nearly 14 percent by 1995, while the occupational concentration will tend to be in professional, service, and sales worker fields.

Long-term industry forecasts predict a 2.5 percent reduction in Flint area employment. Total employment for 1985 was 210,425, while it is expected to be 206,250 in 1995. That is a -4,170 positions decreased, or -2.0%. Total wage and salary projections for industry employment reflect 189,700 employed in 1985, with 184,900 employed by 1995. The difference in the number employed shows a -4,700 positions, or a -2.5% decrease.

Flint serves suburban, metropolitan, and rural communities, with less from the rural areas. Most students are commuters. The following is a list which demonstrates the far-reaching capabilities of the C. S. Mott Community College Interpreter Training Program:

Ann Arbor	Grand Blanc	North Branch
Bay City	Grosse Pointe	Northville
Birch Run	Harrison	Oakland
Bridgeport	Haslett	Ortonville
Brown City	Holly	Otisville
Burton	Imlay City	Owosso
Byron	Interlochen	Oxford
Caro	Kalamazoo	Pinconning
Clarkston	Keego Harbor	Plymouth
Clinton	Lake Orion	Pontiac
Clio	Lansing	Port Huron
Columbiaville	Lapeer	Redford
Corunna	Lennon	Rochester
Davison	Linden	Romeo
Dearborn	Linwood	Royal Oak
Detroit	Livonia	Saginaw
Drayton Plains	Mayville	Southfield
Durand	Memphis	St. Clair
E. Lansing	Merrill	St. Helen
E. Tawas	Metamora	Swartz Creek
Fenton	Midland	Utica
Flint	Millington	Vassar
Flushing	Montrose	Yale
Fostoria	Mt. Clemens	Ypsilanti
Frankenmuth	Mt. Morris	Waterford
Gaines	Mt. Pleasant	White Lake
Goodrich	New Lothrop	

Pontiac serves a predominantly metropolitan community, which includes the Detroit area. Other areas served are Port Huron, Pontiac, and neighboring smaller cities.

The age range of people served by the Interpreter Training Program at Mott Community College are those aged 16 - 70. The average tends to be individuals between the ages of 25 and 55.

Unemployment trends for the Flint area have remained on an upward incline for several years. Even though unemployment has also been increasing in the Pontiac area, C.S.H.I. reports that interpreters who are willing to work can stay very busy, depending on

their availability and desire to work.

Employers of Sign Language Interpreters, in both Flint and Pontiac, include large companies (GM, Comerica, EDS, etc.), group homes serving hearing impaired clients, referral agencies, and the public educational system.

In the Pontiac area, there is a considerable amount of large companies, ie. EDS, GM, Comerica, etc., who utilize freelance interpreters frequently. Their demand is great and often goes unmet. In a recent article of the Silent News, an increased need of interpreters of about 30 percent has been noted in the Texas area. This is due to the Americans with Disabilities Act (ADA) and the increase can be accepted as a common factor among all states. The law requires large employers to hire interpreters for deaf employees and clients. Equal opportunity to receive information is the goal. [2]

The Flint area describes a lack of support in staffing and finances. Current funding levels affect the quality of the training program, which in turn, affects the needs of the employers and various others in the community who need interpreters. On the other hand, interpreters feel that the community can lend very little support to them in regards to job stability, benefits, and adequate income. These factors act as deterrents to newcomers to the field. Increased efforts are being made to raise the awareness level of interpreters and their needs.

Occupational training is not the only method of meeting the demands for labor in our communities, but it is the best. Improvements would include setting up training in areas where there is a large population of minority groupings. Educating potential interpreters (who are minorities themselves) can bring more cohesiveness and trust to the field, as well

as to their respective communities. Also, a diversity in multi-cultural areas is beneficial for any interpreter. A little knowledge and experience goes a long way. Another improvement might be the research and inclusion of special language groups in the training process. How does one interpret for a Spanish, deaf person? What language do they use? American Sign Language? Spanish Sign Language? What types of language skills are required to satisfactorily communicate with them? These and other issues need to be addressed for all minority language users that interpreters may potentially come in contact with.

Community Services for the Hearing Impaired in Pontiac strongly supports Interpreter Training Programs. Although this support is good, they state a desire to see a four-year program to be established. Two years are not enough time to adequately educate new interpreters. An intensive training with more "hands-on," practical types of teaching would be more beneficial. Also, increase mentoring. (The problems with increasing mentoring lie in the fact that there are no monies readily available for mentors and there are not sufficient mentors (who are qualified) to assist in such an endeavor. Many excellent ideas are generated, but are soon shot down by insurmountable barriers. Someday, with perseverance and patience, these barriers **may** become stepping stones which lead to a higher quality interpreter.

Let me take a moment now to describe what an Interpreter is, how they function, and specific skills necessary for success. Language interpreters assist people from different countries, or languages, to communicate effectively. This may be done either manually (as in American Sign Language) or orally (as in other Foreign Languages). Interpreters work in a variety of settings: conference, medical, legal, theatrical, education, etc. Prerequisites

include good source and target language ability. ALL interpreters must study the culture, history, and practices of those for which they wish to interpret for, whether it be Spanish, French, Deaf, etc.

Foreign Language Interpreters tend to work in settings such as: International political organizations (especially the United Nations), embassies and consulates in the United States and abroad, and import/export companies and international banks. These jobs are generally indoors, but some may require travel.

American Sign Language interpreters may work in similar types of settings, but more relevant to the English language (although there are some deaf foreign language users who must depend upon an interpreter who understands their native language). Travel may be involved for an American Sign Language Interpreter, but generally it is kept to their respective places of residency. Some do apply for out-of-state assignments, and may be hired to function at a large conference where deaf participants will be present.

Fluency in another language is the key to becoming an interpreter. For Foreign Language Interpreters, no certification or licensing is required unless one works in the U.S. District Courts and the State Department. According to Georgetown University's School of Languages and Linguistics, "...there is no national standard defining who may call themselves an interpreter, with the exception of the Federal Court interpreters examination..."

During my research endeavors, I found that there are three exams offered. They are the non-professional escort interpreter exam, the lower level professional exam, and the higher level professional interpreter exam. The exams are strictly pass/fail. Requirements

for application include several years of foreign language practice, advanced education in the language (preferably abroad), and fluency in vocabulary for a very broad range of subjects. Since it is difficult to pass the exam with an undergraduate degree, pre-applicants are encouraged to continue their education and experience before applying. I cannot attest to the availability and the proliferation of information regarding these exams, but it has been noted that people in the Flint area, working as Foreign Language Interpreters, have no knowledge of such exams.

For American Sign Language Interpreters, qualification or certification is a requirement for most all assignments. (For further explanation, see Appendix 3)

Although many foreign language interpreters do not receive formal training and are not certified or licensed, they tend to earn more money than American Sign Language Interpreters. This disparity has been known to exist since the inception of ASL Interpreting. Many American Sign Language Interpreters feel this disparity is unfair and should be remedied so as to be equivalent with Foreign Language interpreters. The only difference, obviously, is the language base.

Foreign Language Interpreters ought to have stringent testing, certifying, or licensing and education requirements similar to that of American Sign Language Interpreters. Likewise, the standards in educating American Sign Language Interpreters ought to be raised. In addition, the Dictionary of Occupational Titles has not updated their information regarding American Sign Language Interpreters and does not reflect the evolution of the high skill ability and knowledge required to become successful in the field. It is vital that standards be made more equivocal, since all are providing the same basic service.

The duties of an Interpreter or Translator may include (most functions are relevant to either the Foreign Language or the American Sign Language Interpreter):

- listening through earphones (or without them) to what is being said;
- translating orally into a microphone;
- listening with great care and remembering what is being said;
- taking notes on what is being said to be certain of giving a complete translation;
- preparing written translations;
- editing translations for correctness of grammar, punctuation, idioms, and clarity of expression;
- reviewing finished translations for accuracy and completeness;
- escorting foreign leaders and business people visiting the U.S.A.

Interpreters are needed wherever there may be a barrier to communication. Work tends to be indoors, with some occasional outdoors work. They may work for different employers as a free lance interpreter. Part-time work dominates the field, although many would prefer to be employed full-time.

Free lance work sometimes has irregular working hours, fluctuates continually, is not very stable, and has little job security. Sometimes, travel may be required. But at the same time, even though it may be fatiguing, the work is challenging. The information changes from assignment to assignment, and there is an opportunity to work with a variety of consumers. New horizons of knowledge and experience are opened to the interpreter, an ever-learning, improving facilitator of communication.

An explanation of the various skills necessary to be a successful interpreter is in

order. There are many misconceptions of what it takes to train and to become an interpreter.

A. Personal Attributes Associated with a Skilled Interpreter

ABSTRACT REASONING: being able to work with and apply ideas, concepts and situations; able to think through that which is not concrete or easily understood from a practical perspective; use reason and logic appropriately.

ACUTE SPATIAL PERCEPTION: the ability to visualize.

ADAPTABILITY/FLEXIBILITY: to be prepared at any moment for changes or unforeseen events; to satisfy the demands of each individual assignment.

AGILITY: dexterity; being nimble and quick (hands, fingers, arms).

ANALYZE: to take a look at various parts or pieces of an item, event or situation to determine its nature and how to gain a better understanding.

APPRECIATION FOR THE CULTURE AND LIFE-STYLES OF OTHERS: an awareness of what others hold as unique to themselves.

APPROPRIATE DECISION: ability to make effective decisions at the right time which usually results in a suitable outcome; based on verifiable information and personal judgment.

APTITUDE FOR ACCURATE DETAIL: ability to accurately perform tasks which involve much detail, carefulness and alertness.

BODY LANGUAGE AND NON-MANUAL FACTORS: be an excellent mimic; have a good imagination; understand a subtle shrug of the shoulders or a tilt of an eyebrow as it relays some nuance of the message; creativity.

CONFIDENTIALITY: avoid discussing or referring to any assignment with others who are not involved.

CRITICAL OBSERVATIONS: alertness; able to pick up detail and notice things others may miss.

FORM PERCEPTION: ability to notice details in objects, pictures or life-like material; can see fine differences in shape, shading, figures and widths and lengths of objects; creativity.

INTELLECTUAL GROWTH: a desire to be constantly learning new ideas and concepts.

INTERPERSONAL COMMUNICATION: having the ability to skillfully speak, listen to and understand messages to and from other people, through the use of words, listening techniques, eye contact, body language, actions, signs, etc.; to have agreeable working relationships with others

LANGUAGE ACUITY: understand the meanings of words as symbols; understand the relationships of words in order to understand the meanings of sentences and paragraphs; use language effectively for oral, written, and manual communication; recall appropriate words or idiomatic phrases to match the meaning from the source language to the target language; have a thorough knowledge of their own native language; advanced linguistic ability.

OBJECTIVITY: ability to listen or react in a factual manner without allowing negative or positive experiences of the past to interfere with one's response; responses are relatively free from biased emotions and feelings; patience.

PHYSICAL ATTRIBUTES: see and hear well (either naturally or with correction); speak

clearly; be an articulate speaker; good hand-eye coordination; fine motor skill ability; and have emotional stamina to deal with the tensions on the job; alertness; fortitude; energy and concentration.

PRECISION: being exact, accurate, and to the point; an aptitude for detail.

PRESTIGE: being held in high regard or importance by others.

PROFESSIONALISM: understand the ethics of interpretation; conduct oneself as a businessperson; knowing one's own skill limits and abilities; self-discipline (see Appendix 8).

REFLECTIVE NATURE: a quality of being thoughtful; linking current events with others of like or dissimilar circumstances and being able to mentally make connections, using those past resources for the present situation.

RESOURCEFULNESS: being able to determine how to solve a problem or a difficult situation at the moment of its occurrence.

RESPONSIBILITY: being trustworthy and dependable.

SELF-DISCIPLINE: being able to control and direct one's emotions, feelings, and opinions.

SENSITIVITY TO MULTIPLE PERSPECTIVES: being open and understanding of different viewpoints.

SENSITIVITY TO THE INCONSISTENCIES OF HUMAN BEHAVIOR: being understanding and patient with those who demonstrate abnormal, antisocial, and self-defeating behaviors.

SKILL: being able to perform well while interpreting, either naturally or through hard work, continuous practice, training or experience.

SPONTANEOUS: ability to respond quickly and effectively to unexpected events, responding without warning or preparation.

SYNTHESIZE AND INTEGRATE VARIOUS FACTORS OF PRODUCTION: the ability to bring together all of the major aspects of production to create a desired outcome.

TACT: being able to say and do the right thing around people; sensitive to the feelings of others.

VERSATILITY: being able to adapt, change or move on to something different.

WISDOM: having good judgment; applying knowledge in a way in order to do what is right and true.

Furthermore, the following abilities are vital:

- to think logically and make analogies;
- to work for long periods of time;
- to adjust to new environments;
- to organize and memorize detailed information;
- to possess a background of general knowledge;
- to possess a comprehensive command of grammar and vocabulary;
- to be a good listener, have clarifying and responding skills;
- to have a high proficiency in reading, speaking, and writing;
- to think quickly, translating/interpreting one thought while listening to the next one and organizing how that should be translated/interpreted.[3]

Naturally, these lists are not exhaustive. Although the list of skills and abilities could go on further, what has been provided should provide a sufficient overview of expectations.

Because of the nature of the work, workers should exhibit certain work-related preferences. These include activities dealing with the communication of data, activities involving contact with people, reading, studying, activities which lead to life-long learning, an interest in various cultural backgrounds, and a desire to explore the meanings of words, word history, and the complexities of sentence structure.

Interpreting is classified as "light work," requiring constant physical activity. It may require standing or sitting for long periods of time. The job requires working at a high production rate entailing the constant moving of the arms, hands, and upper torso for interpreters of the deaf, and for foreign language interpreters, use of the voice.

Because of the degree of difficulty, the physical demands, and the nervous tension that goes along with a job, there are two interpreters who usually work in pairs. This provides for a more accurate transmission. The pair usually alternate at intervals of approximately twenty to thirty minutes.

B. Special Requirements

Many employers prefer the interpreter/translator of foreign languages to have a graduate degree and an excellent command of their native language. In addition, United Nations employees are required to know at least three of the six official languages (English, French, Spanish, Russian, Chinese, and Arabic).

Interpreters for the Deaf do not have such a high requirement for education, but are tested by the national organization for skills and abilities. A college education is quite beneficial, though. It has been said that Interpreters need to know a little bit about every-

thing. Speaking from personal experience, this is true. Some interpreters will specialize in a specific content area, which is similar to practices of lawyers.

Salary ranges for Foreign Language Interpreters range from $18,000 - $26,000 a year, depending on the degree of technical skill in some other area and on their linguistic proficiency. United Nations employees start at $22,000. Experienced interpreters may earn as much as $37,000 per year.

Interpreters for the deaf may earn $8.50 per hour (or slightly more) plus benefits if they work for an educational entity. In some states, free lance interpreters have reported earning $35.00 per hour. In Michigan, the earnings are considerably lower. (see Appendix 12)

II. Assess the Needs of Employers for Trained Workers in the Occupational Specialty

In the past, interpreters (foreign or sign language) tended to be friends, relatives, or neighbors, offering services without remuneration. As time progressed, more and more people became aware of the need of professionalism in the interpreting realm. Thus evolved the professional interpreter --- a facilitator of communication. Today, there are still struggles with individuals and entities who do not perceive the interpreter as a professional. With new legislation and a growing awareness of language/communication needs, this perception is gradually changing. Also, the certification requirements of Sign Language interpreters has increased the perception of them as professionals.

The typical pattern for demand for students from the Mott Interpreter Training

Program has been, historically, high, and positive. Program completers from Flint are typically better than those from other programs throughout the state. As completers gain more experience and an improved understanding of the profession as a whole, they are perceived with more respect. The program's reputation reflects an attitude from the community of "if you want an interpreter, first, call Mott Community College." This pattern tends to be the standard, especially for the public educational system, but for some private or smaller businesses as well. Unfortunately, the demand is for part-time employment. This is frequently inadequate for graduates, since they are seeking full-time employment.

As more deaf individuals are graduating from the National Technical Institute for the Deaf (N.T.I.D.), California State University at Northridge (C.S.U.N.) and Gallaudet University, the demand for interpreters rises. Deaf individuals are becoming more professional than their counterparts twenty, even ten years ago and they are in need of support services more now than ever before. Therefore, more employers may be obligated to hire full-time staff interpreters in the near future.

Interpreters working in the Flint area are affected by the local economy. Should unemployment continue to rise drastically, their available assignments for work decline proportionately. As this may be the case, there is still a considerable demand for interpreters. This demand will remain to be the scenario unless there is a mass exodus of deaf residents from our community.

"Four out of 10 of those who use [interpreters] often have problems getting an interpreter."[4] Often, there are as many as 57% of deaf/hearing impaired individuals throughout the state who go without an interpreter because of the insufficient supply to meet

the demand.

Apparent causes of the insufficient supply to meet the demand appear to be inadequate and insufficient trainers, facilities, and equipment; insufficient length of training programs; poor pay incentives for interpreters; lack of benefits and perks for employees; and a lack of sufficiently skilled interpreters. This last cause may be due to the fact that some of those who want to enter the interpreting field maintain a misdirected opinion of the skills necessary to become successful and should be redirected to a field more appropriate to their skill level.

Most students who enter the Interpreter Training Program tend to be "communicators" and not "interpreters." At the present time, Mott's Interpreter Training Program is contemplating the establishment of an entrance exam to be given once students complete the American Sign Language III and the Pre-Interpreting Survey classes. At this time, the results will tell the student where they stand in regards to the interpreting field and their potential success there. Students can be directed to a Deaf Studies degree, where their communication skills can be beneficial; or to the interpreting degree, if the student possesses the required skill level in order to master interpreting. This entrance exam will allow the instructors to focus on a more intensive education approach to interpreting, rather than one of remediation for those who are not in an appropriate career choice for their abilities.

The Pontiac agency is expecting to hire a full-time staff interpreter within the next six months, with intentions of hiring a second one shortly thereafter. The Flint agency is setting up a new state-wide program to supply interpreters. Expectations include hiring a coordinator to be in place by January 1, 1993, and subsequent hiring of strategically placed

interpreters throughout the state. These newly created positions will not supplant existing jobs, but rather increase the likelihood of satisfying consumer needs and demands.

This occupation appears to have a small number of proportion of job openings to fresh graduates. One reason may be because there needs to be more intensive education in order to bring the students up to par to achieve a certification. Another reason may be due to the fact that most work is part-time, or private contracting through a referral agency.

Nationally, the demand for interpreters and translators should rise due to increased business exchanges between the United States and Western/Eastern Europe. Legislation will have an impact on the need for more Interpreters for the Deaf (P.L. 94-142 and the ADA). More and more television stations are hiring interpreters for the deaf to aid the communication simultaneously with the airing of the program.

The largest concentration of need for foreign language interpreters lies within the New York City and Washington, D.C. areas.

For Foreign language interpreters, the outlook in Michigan will be competitive in nature. Only highly qualified applicants who have a second skill or professional competency will find employment when openings occur. This has been projected through the year 2000. Most openings will result from the need to replace those who retire or leave their positions for other reasons.

In the field of Interpreting for the Deaf, the outlook is somewhat different. Still there is the necessity of individuals to be highly qualified and it is recommended they have a second skill or professional competency. But, more and more deaf children are being mainstreamed into the public school setting, more and more employers are offering communication

assistance and hiring more interpreters, and the general public's awareness of deafness has increased. Because of current legislation and our growing awareness, Interpreters for the Deaf will be in greater demand. Currently, the demand is greater than the supply. American Sign Language Interpreters can find work anywhere throughout the nation.

American Sign Language interpreters and interpreter training programs are faced with new challenges. "Communities everywhere are calling for an increase in the number of interpreter education programs. These communities are pressured by their local jurisdictions who are responding to various pieces of legislation such as ADA and Public Law 94-142. These legislative mandates are creating a near emergency state within the field of interpreting, the provision of interpreting services, and in turn, the quality of interpreter education."[5]

In another area (and the only service/referral agency who responded to the questionnaire), Community Services for the Hearing Impaired (C.S.H.I.) reports that roughly 1200 hours per month are provided with interpreting. They have 6500 - 7200 assignments per year, which continues to rise. During 1990, the gross dollars brought in by providing American Sign Language Interpreters was $50,000 - $55,000: 1991, $60,000: and an estimated $90,000 for 1992.

Community Services for the Hearing Impaired reports an average of 4 - 5 assignments per week that go unfilled. Reasons for this may be due to a lack of interpreters available, or that the available interpreter does not have appropriately matched skills for the assignment (ie. QA II for a courtroom setting).

The agency reports a definite need for more qualified, preferably Registry of

Interpreters for the Deaf (R.I.D.) certified, and QA (Quality Assurance) rated interpreters. Availability of interpreters vary from day to day.

III. Assess the Needs of the People for the Job Skills

Approximately 75% of the population Mott's Interpreter Training Program serves is economically disadvantaged. Most consumers of interpreters are recipients of Supplemental Security Income. Fifty percent of these tend to be from minority groups (blacks, Hispanics), are least educated, have difficulties maintaining employment, and are considered to be suffering economic hardships.

Students who are earning a grade point average less than a 3.5, or those without a college education, are most affected by unemployment. Between 60 - 75% of the labor force has an inadequate education. Underemployed persons in the field of interpreting have expressed a desire for further training which would bring them up to the national level of certification. More vocational education programs designed to assist deaf individuals is something the Pontiac area would like to see expanded (as well as the whole state?).

Non-completers of the interpreting vocational program include children of deaf adults (C.O.D.A.S.), blacks, men, and those with a grade point average less than 3.0. There are no current statistics available for the vocational program which would substantiate a drop-out rate, although it is felt to be high in the Flint area.

One hundred percent of interpreters are employed in stereotyped positions. Deaf people find it difficult to get into some jobs because of stereotyping. For instance, a woman cannot become a receptionist because she cannot hear the phones, or speak with the

customers (as perceived from a hearing majority world view). Stereotypes often pose a problem since not all positions or individuals will fit the mode. Also, some accommodation can be made to incorporate workers in a variety of fields.

The Interpreter Training Program at Mott has a standard for the reading level of grade 15. Math expectations are at an equivalent entry level to Algebra. As an employer of interpreters, Community Services for the Hearing Impaired prefers to utilize those who have a college degree, at least an associates, but preferably a bachelors.

Improved skills when an interpreter provides voice interpreting is something C.S.H.I. would like to see improved. Many interpreters lack confidence and/or training in this area of expertise. Also, interpreters need to be taught responsibility. (If you accept an assignment, be there, etc.) Work ethics are not what they should be. Some of the problems may be solved by asking every interpreter to attend formal training at an Interpreter Training Program. For those who may be children of deaf adults, often no formal training is undertaken.

Interpreters need to respond professionally, yet still have a heart. There needs to be some human interest factors involved, rather than just acting as a "machine."

It seems that even though persons may graduate from an Interpreter Training Program, there are still more "communicators" than "interpreters." This may be due to a variety of reasons, such as age of learning a second language, hand-eye coordination and dexterity, lack of speed in reproducing the language, lack of interaction with native language users, etc.

Communicators are those who can converse with a native language user with relative ease. The reason for this is because the communicator is producing the thoughts themselves

and has much leeway in controlling the communication efforts and clearing up any misunderstandings. Interpreters, on the other hand, take the thoughts of others, translate them into the appropriate language, then produce the same concept in the target language. Interpreting requires a higher mental ability than communicating.

If there were better facilities (currently they are inadequate and improperly managed), more college-wide support (additional staff and classrooms), updated, appropriate and additional equipment (most of current equipment is outdated, inappropriate, or broken frequently), many more people throughout our community could benefit from interpreter training. Children of deaf adults should be encouraged to attend formal classroom training in order to enhance their experiential knowledge. Future goals would be to establish a four-year college degree in interpreting, and later, possibly a masters level degree in interpreting and American Sign Language. Michigan has much potential and is centrally located within our region for supplying a broader range of educational opportunities for interpreters. Once support is located (institutional as well as monetary), Michigan could become a leader in interpreter education.

IV. Assess the Occupational Training Delivery System's Capacity to Meet the Needs of Employers and Students

Two- and four-year training opportunities are available. (Currently, all four-year opportunities are located outside of the midwestern region.) If an interpreter wants to improve their level of employment possibilities, they will want to continue further in their

studies. Also, graduate level work may be encouraged, especially for Foreign Language Interpreters. The increase in knowledge and education can increase the responsibilities of the individual, thus enhancing their employability.

Madonna University in Livonia offers Sign Language training, but no longer functions as an interpreter training program. Other interpreter training programs throughout the state include Lansing Community College, and Northwestern Community College in Traverse City. Northwestern is a newly established program. It is unknown how in-depth they are educating their students at this time. Various community education programs or community colleges throughout the state offer Sign Language classes, but none go so far as to offer a full-fledged interpreter training program as Mott and Lansing Community College do.

Facilities at Mott Community College are sorely lacking. There is one small office which must house a Program Coordinator and twelve part-time instructors (one of which is also visually impaired and requires the use of a seeing-eye dog). There are no full-time staff members in the program and no secretary to provide support services to program instructors.

Classrooms are limited, not only in equipment availability, but also in appropriateness to meet the training needs. Presently, the Interpreting Lab and Sign-to-Voice classes are meeting in the Viewing Listening Center of the library. This presents many problems. We are not considered a "class" when we meet there. That is the only place with equipment to aide instructors in educating the students as they should be, although that equipment is insufficient in quality and quantity.

There is no quality control over the videotapes that are checked out and returned (or,

more likely, not returned) to the Viewing Listening Center. Therefore, more of our dollars are spent in recouping our losses for expensive classroom and practice materials. There are no testing facilities for our students. Attempts at providing testing materials have failed due to a lack of capability in other departments to follow directions. Qualified support personnel are necessary to the success of the program.

Mott's Interpreter Training Program offers a wide range of learning opportunities. For a view of its course offerings, see a Mott Community College catalog, or a condensed version in Appendix 16.

Principle employment objectives of the instructional program are to provide the students with sufficient skills to act as a communicator in a group home setting, or in relationship to another field of interest focusing on the needs of the hearing impaired population, or to become skilled as an interpreter passing the Registry of Interpreters for the Deaf testing standards.

A need study for the Interpreter Training Program at Mott was conducted in 1990. Its projections for one- and five-year, full-and part-time, opportunities as are relevant to the program are as follows:

Time Frame	Degree Requirements	Number of Positions
For those who have graduated from the program:		
Within one year	Associate degree holders	131 (41 FT, 90 PT)
Within five years	Associate degree holders	100 (30 FT, 70 PT)
For those who will upgrade with limited coursework:		
Within one year	Higher than associate degree	75 (62 FT, 13 PT)
Within five years	Higher than associate degree	134 (123 FT, 11 PT)

The writer feels that since the passing of the ADA, there will be an increased need for communicators and interpreters in the deafness realm, an even greater number than was reported in the needs study.

Students who are enrolled in the Interpreter Training Program range in age from the late 20's to early 30's, with the majority of them being single mothers with school age children and recipients of welfare or unemployment.

Entrance requirements include Sign Language skills on an intermediate level, and a reading level of grade 10 or higher (although instructors in the program would like to see this raised to grade 15). As has been previously discussed, an entrance exam is being contemplated in order to direct students in an appropriate program matching their individual interests and abilities.

Funding for operational expenses has traditionally come from fund raisers performed by the students and a vocational education grant from the Perkins Act (which does not fund

what is needed or changes the specifications once a need is submitted). These sources are insufficient for meeting the demands for educating current and future students. Capital expenses are paid for from using some Perkins monies for facilities and equipment, or through the Division capital outlay monies. Inadequate amounts are available from these sources as well.

Conclusion

As is evident from the research provided, Interpreters have always been in high demand, and will remain so in the years to come. The supply does not meet the demand. Increased efforts need to be made to improve educational programs, equipment, and resources available to students.

If you were deaf and needed to rely on a support service for communication, would you succeed in finding an interpreter? Maybe not. The goal of Mott Community College's program is to decrease the gap between Interpreter supply and demand, and to increase the community's awareness of deafness and the needs of deaf individuals.

Recommendations for improving existing programs would include hiring full-time instructors (deaf and hearing), a full (or half-time) secretary; updating equipment and facilities in order to provide the best learning and teaching environment for the program; encouraging growth and expansion (ie. possible distance learning); and overall general support of the work that's being done in the field of Sign Language Interpreters. Unfortunately for us, Foreign Language Interpreters seem to be a step ahead of the Sign Language Interpreters in several respects. Let's work toward more equality and respect for a much

needed service-related career, especially since Sign Language Interpreters are a scarce commodity in most communities.

Herein lies the dilemma for most students. They are "communicators," not "interpreters," and must be guided along those lines. Those students who excel in the field of interpreting need to be supported and provided with every opportunity to continue satisfying the needs of society.

Interpreters are not just for deaf people. They are for society. They are a bridge across cultures, between the hearing and non-hearing worlds. In the Interpreter Training Program at C. S. Mott Community College, we are striving to make interpreting a vocation, not an avocation.

Endnotes

1. Market Opinion Research, The Hearing Impaired Population of Michigan. Michigan Department of Labor, 1989, 69.

2. Dick Stanley, "Need for Interpreters Expected to Skyrocket as ADA Takes Effect," Silent News (Nov. 1992): 34

3. Paul Phifer, College Majors and Careers: A Resource Guide for Effective Life Planning (Maryland: Garrett Park Press, 1987), 59.

4. Market Opinion Research, op. cit., 67.

5. Carol Patrie, "Conference of Interpreter Trainers," CIT News 12, no. 4 (Oct. 1992): 2.

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Appendices

Appendix I C.1-

Table C.13

AVAILABILITY OF SERVICES TO HEARING IMPAIRED

Are the following services for deaf and hard of hearing people available in the area in which you live?	% Yes		% No		% Don't Know		% No Response	
	W	B	W	B	W	B	W	B
A center that provides interpreting services for all places	27	28	18	18	44	38	11	16
Enough certified oral interpreters	12	14	22	17	54	50	13	19
Enough certified or qualified sign language interpreters	19	20	22	20	46	42	13	18
Lipreading training	18	17	19	21	49	46	13	16
Speech training	27	27	15	16	44	38	14	19
Training with hearing aids	26	27	15	20	44	37	14	16
TDD voice message relay--daytime only	19	17	14	16	52	49	15	18
TDD voice message relay-24 hours, M-F	10	10	19	20	55	50	15	20
TDD voice message relay--24 hours, 7 days	9	8	19	24	55	49	16	20
Hearing dog training program	10	7	24	24	52	48	15	20
Counseling--personal problems (reading letters, Social Security, etc.)	29	37	14	13	44	32	13	18
Counseling--mental health (marriage, nervous breakdowns, etc.)	30	30	14	18	41	34	14	18
Counseling--advocacy (discrimination at job, school, service)	26	32	14	13	46	37	14	19
Phone calls interpreting	18	18	16	17	53	49	14	16
Services for deaf and hard of hearing senior citizens	28	28	13	12	47	42	12	18
Services for deaf-blind persons	17	22	13	15	56	42	14	21
Hospitals with TDD	29	16	9	11	50	54	12	18
Police station with TDD	29	13	9	11	50	56	12	20
Emergency 911 with TDD	16	13	13	14	58	55	13	18
City or township hall with TDD	9	7	18	13	59	62	13	19
Doctor's office with TDD	5	3	27	22	54	57	14	18
Public school office with TDD	9	8	21	15	56	56	14	21
Planned summer activities for deaf and hard of hearing school age children	14	17	16	13	55	50	15	20
Other	2	3	4	7	23	24	72	67
(BASE=1877)								

Appendix 2

Table C.14

USE OF MICHIGAN REHABILITATION SERVICES BY HEARING IMPAIRED

	White	Black	Total
Now receive services	13%	25%	14%
Received in past, not now	46%	39%	45%
Total MRS Use	59%	64%	59%
(BASE)	(1710)	(123)	(1877)

Table C.15

USE OF INTERPRETERS BY HEARING IMPAIRED

How often do you use an interpreter for any place (hospitals, police, schools, meetings, etc.)?	White	Black	Total
Often	9	7	8
Sometimes	27	29	27
Never	58	54	58
No response	6	10	7
(BASE)	(1710)	(123)	(1877)
IF OFTEN OR SOMETIMES Do you often have problems getting an interpreter?)			
Yes	41	52	42
No	56	48	55
(BASE)	(608)	(44)	(667)

Appendix 3

STATE QUALITY ASSURANCE (QA) DESCRIPTIONS

QA Level I — **Restricted skill level:** demonstrated abili to interpret/transliterate communication between hearing and hearing impaired per sons with a minimum of 60 percent accuracy.

Recommended mainly for one-to-one situa tions where the interpreter has the opportu nity to stop communication for clarification.

Examples: Social/recreational situations, non technical and informal meetings.

QA Level II — **Limited skill level:** demonstrated ability to interpret/transliterate communication between hearing and hearing impaired person with a minimum of 75 percent accuracy.

Recommended for one-to-one or small group situations where the interpreter may or may not have the opportunity to stop communica tion for clarification.

Examples: Education/tutorial situations, informal meetings and daily living skills

training.

QA Level III **Intermediate skill level:** demonstrated abili ty to interpret/transliterate communication between hearing and hearing impaired per with a minimum of 85 percent accuracy.

Recommended for situations where there may not be an opportunity for the interpreter to stop communication for clarification.

Examples: education/tutorial situations, informal meetings and daily living skills, training, public meetings, interviews.

Appendix 5

NATIONAL REGISTRY OF INTERPRETERS FOR THE DEAF

CERTIFICATE DESCRIPTIONS

OIC:V/S **Oral Interpreter Certificate: Visible to Spoken:** The ability to understand the speech and silent mouth movements of a hearing impaired person, and to voice the message for a hearing person.

OIC:S/V **Oral Interpreter Certificate: Spoken to Visible:** Ability to paraphrase/transliterate a spoken mes sage with or without voice and with natural lip movement for the hearing impaired person.

OIC:C **Oral Interpreter Certification: Comprehensive:** Ability to paraphrase/transliterate a spoken message with or without voice and with natural lip movement for the hearing impaired person. Also has the ability to voice the message of the hearing impaired person for the benefit of the third person.

CT **Certificate of Transliteration**

or

TC **Transliteration Certificate:** Ability to convey a spoken message from English into manually coded English for transliteration. Also has the ability

to voice the hearing impaired person's message in English.

CI Certificate of Interpretation

or

IC Interpretation Certificate: Ability to convey a spoken message from English into appropriate or acceptable American Sign Language for interpretation. Also has the ability to voice the hearing impaired person's message in English.

RSC Reverse Skills Certificate*: Ability to interpret with working languages of American Sign Language and English or transliterate with working language of English and a signed code for English. (Intermediary interpreter)

CSC Comprehensive Skills Certificate: Ability to interpret/transliterate using either English or American Sign Language in the situation, selecting the preferred communication mode of the hearing impaired individual.

SC:L Specialist Certificate: Awarded to an interpreter/transliterator who possesses a CSC plus specialized skills to qualify at standards estab

lished for interpreting/transliterating in a variety of legal settings with comprehension of English and signed legal terminology.

MCSC **Master Comprehensive Skills Certificate:** Awarded to an interpreter/transliterator who has held a CSC for at least four years and has met the stan dards of a CSC at a higher competency.

* Most RSC interpreters are deaf or hard of hearing.

RID CODE OF ETHICS

The **Registry of Interpreters for the Deaf, Inc.** refers to individuals who may perform one or more of the following services:

Interpret
Spoken English to American Sign Language
American Sign Language to Spoken English

Transliterate
Spoken English to Manually Coded English/Pidgin Sign English
Manually Coded English/Pidgin Sign English to Spoken English
Spoken English to Paraphrased Non-audible Spoken English

Gesticulate/Mime, etc.
Spoken English to Gesture, Mime, etc.
Gesture, Mime, etc. to Spoken English

The Registry of Interpreters for the Deaf, Inc. has set forth the following principles of ethical behavior to protect and guide the interpreter/transliterator, the consumers (hearing and hearing impaired) and the profession, as well as to insure for all, the right to communicate.

This Code of Ethics applies to all members of the Registry of Interpreters for the Deaf, Inc. and all certified non-members.

While these are general guidelines to govern the performance of the interpreter/transliterator generally, it is recognized that there are ever increasing numbers of highly specialized situations that demand specific explanation. It is envisioned that the R.I.D., Inc. will issue appropriate guidelines.

INTERPRETER/TRANSLITERATOR SHALL KEEP ALL ASSIGNMENT-RELATED INFORMATION STRICTLY CONFIDENTIAL.

Guidelines:

Interpreter/transliterators shall not reveal information about any assignment, including the fact that the service is being performed.

Even seemingly unimportant information could be damaging in the wrong hands. Therefore, to avoid this possibility, interpreter/transliterators must not say anything about any assignment. In cases where meetings or information becomes a matter of public record, the interpreter/transliterator shall use discretion in discussing such meetings or information.

If a problem arises between the interpreter/transliterator and either person involved in an assignment, the interpreter/transliterator should first discuss it with the person involved. If no solution can be reached then both should agree on a third person who could advise them.

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When training new trainees by the method of sharing actual experiences, the trainers shall not reveal any of the following information:

name, sex, age, etc. of the consumer
day of the week, time of the day, time of the year the situation took place
location, including city, state or agency
other people involved
unnecessary specifics about the situation

It only takes a minimum amount of information to identify the parties involved.

INTERPRETER/TRANSLITERATORS SHALL RENDER THE MESSAGE FAITHFULLY, ALWAYS CONVEYING THE CONTENT AND SPIRIT OF THE SPEAKER. USING LANGUAGE MOST READILY UNDERSTOOD BY THE PERSON(S) WHOM THEY SERVE.

Guidelines:

Interpreter/transliterators are not editors and must transmit everything that is said in exactly the same way it was intended. This is especially difficult when the interpreter disagrees with what is being said or feels uncomfortable when profanity is being used. Interpreter/transliterators must remember that they are not at all responsible for what is said, only for conveying it accurately. If the interpreter/transliterator's own feelings interfere with rendering the message accurately, he/she shall withdraw from the situation.

While working from Spoken English to Sign or Non-audible Spoken English, the interpreter/transliterator should communicate in the manner most easily understood or preferred by the deaf or hard of hearing person(s), be it American Sign Language, Manually Coded English, fingerspelling, paraphrasing in Non-audible Spoken English, gesturing, drawing, or writing, etc. It is important for the interpreter/transliterator and deaf or hard of hearing person(s) to spend some time adjusting to each other's way of communicating prior to the actual assignment. When working from Sign or Non-audible Spoken English, the interpreter/transliterator shall speak the language used by the hearing person in spoken form, be it English, Spanish, French, etc.

INTERPRETER/TRANSLITERATORS SHALL NOT COUNSEL, ADVISE, OR INTERJECT PERSONAL OPINIONS.

Guidelines:

Just as interpreter/transliterators may not omit anything which is said, they may not add anything to the situation, even when they are asked to do so by other parties involved.

An interpreter/transliterator is only present in a given situation because two or more people have difficulty communicating, and thus the interpreter/transliterator's only function is to facilitate communication. He/she shall not become personally involved because in so doing he/she accepts some responsibility for the outcome, which does not rightly belong the the interpreter/transliterator.

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INTERPRETER/TRANSLITERATORS SHALL ACCEPT ASSIGNMENTS USING DISCRETION WITH REGARD TO SKILL, SETTING, AND THE CONSUMERS INVOLVED.

Guidelines:

Interpreter/transliterators shall only accept assignments for which they are qualified. However, when an interpreter/transliterator shortage exists and the only available interpreter/transliterator does not possess the necessary skill for a particular assignment, this situation should be explained to the consumer. If the consumers agree that services are needed regardless of skill level, then the available interpreter/transliterator will have to use his/her best judgment about accepting or rejecting the assignment.

Certain situations may prove uncomfortable for some interpreter/transliterators and clients. Religious, political, racial, or sexual difference. etc. can adversely affect the facilitating task. Therefore, an interpreter/transliterator shall not accept assignments which he/she knows will involve such situations.

Interpreter/transliterators shall generally refrain from providing services in situations where family members, or close personal or professional relationships may affect impartiality, since it is difficult to mask inner feelings. Under these circumstances, especially in legal settings, the ability to prove oneself unbiased when challenged is lessened. In emergency situations, it is realized that the interpreter/transliterator may have to provide services for family members, friends, or close business associates. However, all parties should be informed that the interpreter/transliterator may not become personally involved in the proceedings.

INTERPRETER/TRANSLITERATORS SHALL REQUEST COMPENSATION FOR SERVICES IN A PROFESSIONAL AND JUDICIOUS MANNER.

Guidelines:

Interpreter/transliterators shall be knowledgeable about fees which are appropriate to the profession, and be informed about the current suggested fee schedule of the national organization. A sliding scale of hourly and daily rates has been established for interpreter/transliterators in many areas. To determine the appropriate fee, interpreter/transliterators should know their own level of skill, level of certification, length of experience, nature of the assignment, and the local cost of living index.

There are circumstances when it is appropriate for interpreter/transliterators to provide services without charge. This should be done with discretion, taking care to preserve the self-respect of the consumers. Consumers should not feel that they are recipients of charity. When providing gratis services, care should be taken so that the livelihood of other interpreter/transliterators will be protected. A free-lance interpreter/transliterator may depend on this work for a living and therefore must charge for services rendered, while persons with other full-time work may perform the service as a favor without feeling a loss of income.

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INTERPRETER/TRANSLITERATORS SHALL FUNCTION IN A MANNER APPROPRIATE TO THE SITUATION.

Guidelines:

Interpreter/transliterators shall conduct themselves in such a manner that brings respect to themselves, the consumers and the national organization. The term "appropriate manner" refers to:

(a) dressing in a manner that is appropriate for skin tone and is not distracting.

(b) conducting oneself in all phases of an assignment in a manner befitting a professional.

INTERPRETER/TRANSLITERATORS SHALL STRIVE TO FURTHER KNOWLEDGE AND SKILLS THROUGH PARTICIPATION IN WORKSHOPS, PROFESSIONAL MEETINGS, INTERACTION WITH PROFESSIONAL COLLEAGUES AND READING OF CURRENT LITERATURE IN THE FIELD.

INTERPRETER/TRANSLITERATORS, BY VIRTUE OF MEMBERSHIP IN OR CERTIFICATION BY THE R.I.D., INC., SHALL STRIVE TO MAINTAIN HIGH PROFESSIONAL STANDARDS IN COMPLIANCE WITH THE CODE OF ETHICS.

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Appendix 12 10.9

MADHS

DEAF, HEARING AND SPEECH SERVICES

724 ABBOTT ROAD • EAST LANSING, MICHIGAN 48823 • (517) 337-1646
TDD (517) 337-1649
FAX (517) 337-4060

Effective September 3, 1991, the interpreter fee schedule for Michigan Association for Deaf, Hearing and Speech Services will be as follows:

	Regular	*Premium
CSC/CT-CI	17.50	19.50
IC/TC	15.00	17.00
IC	12.50	14.50
TC	12.50	14.50
QAIII	12.00	13.00
QAII	10.00	11.00
QAI	8.00	9.00
Non-Certified	7.50	8.50

* Premium pay includes assignments performed between the hours of 8:00 p.m. and 8:00 a.m. and all day Saturday and Sunday.

Our research and analysis indicates that fees should be increased to insure fair compensation for contract interpreters in our area.

I want to thank you for your patience as well as your cooperation. In the future, please inform our office of any change in your current QA level or National RID certification.

If you have any questions, please call me at 337-1646.

Sincerely,

Dorothy Tinney

Dorothy Tinney - Staff Interpreter
Coordinator of Interpreting Services

DT/ld

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SERVICE SINCE 1931

Appendix 13
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MICHIGAN ASSOCIATION FOR

DEAF, HEARING AND SPEECH SERVICES

724 ABBOTT ROAD • EAST LANSING, MICHIGAN 48823 • (517) 337-1646
TDD (517) 337-1649
FAX (517) 337-4060

MEMORANDUM

TO: Independent Contractors, MADHS Interpreter Program

FROM: Katherine Draper, Executive Director, MADHS

RE: Rate Increases for Contracted Interpreter Services

DATE: November 13, 1992

I am pleased to announce that effective December 1, 1992, Michigan Association for Deaf, Hearing and Speech Services will be increasing the contractual rates for Interpreter Services. The following fee schedule will be in effect for all assignments until further notice.

Certification	Daytime Rate 7 a.m. to 6 p.m.	Evening/Weekend Rate
Non-Certified	$7.50/hour	$11.25/hour
QAI	$8.00/hour	$12.00/hour
QAII	$10.00/hour	$15.00/hour
QAIII	$12.00/hour	$18.00/hour
IC or TC	$14.50/hour	$21.75/hour
IC/TC	$17.00/hour	$25.50/hour
CSC/CT-CI	$19.50/hour	$29.25/hour

KD:ceb

A UNITED WAY AGENCY

Appendix 17 CA-

Social Services for the Hearing Impaired, Inc.
302 E. Court St.
Flint, MI 48502
(313) 239-3112

VIBRATIONS
302 E. Court St
Flint, MI 48582
(313) 239-3112

RESIDENTIAL SERVICES
Genesee Group Home
4107 S. Genesee Rd
Grand Blanc, MI 48439
(313) 743-4470

Maple Senior Citizens Home
1383 E. Maple Rd
Burton, MI 48529
(313) 743-3310

Jennings Group Home
8365 S. Jennings Rd
Swartz Creek, MI 48473
(313) 655-4499

Miller Group Home
12354 Miller Rd
Lennon, MI 48449
(313) 621-3804

TO: All Interpreters

FROM: Nancy Smith, Administrative Assistant

DATE: April 1, 1991

SUBJ: Pay Schedule

Effective April 1, 1991, interpreter pay will be changed as follows:

	Regular	Premium*
CSC/CT/CI	$16.50	$19.00
IC/TC	13.50	16.00
IC	12.50	14.50
TC	12.50	14.50
QAIII	10.50	13.00
QAII	9.50	12.00
QAI	9.00	11.50
Non-Certified	7.50	10.00

These increases have been long overdue. I want to thank all the interpreters for their patience as well as their cooperation.

*Premium pay includes assignments performed between the hours of 8:00 pm and 8:00 am as well as courtroom interpreting.

If you have any questions, feel free to call me.

CSHI
COMMUNITY SERVICES FOR THE HEARING IMPAIRED
50 WAYNE STREET · PONTIAC, MICHIGAN 48058 · (313) 332-3323 (VOICE/TDD)

INTERPRETER FEE SCHEDULE

National RID Certification

Master Comprehensive Skills Certificate (MCSC)	$17.50/hr
Specialist Certificate: Legal (SC:L) Courtroom	25.00/hr
Specialist Certificate: Legal (SC:L)	17.50/hr
Comprehensive Skills Certificate (CSC)	15.00/hr
Reverse Skills Certificate (RSC)	15.00/hr
Interpretation/Transliteration Certificate (IC/TC)	13.50/hr
Interpretation Certificate (IC)	12.50/hr
Transliteration Certificate (TC)	12.50/hr

Quality Assurance Levels

Quality Assurance Level III (Intermediate)	$10.00/hr
Quality Assurance Level II (Limited)	9.00/hr
Quality Assurance Level I (Restricted)	8.00/hr
None Certified/Qualified	7.50/hr

There is a minimum of 2 hours per assignment.
Mileage is .20¢ per mile on a round trip basis.

Program Guide REVISION -- Interpreter Training

Temporary guide pending approvial of some courses for General Education credit

Prerequisites: English vocab/comp of 10th Grade (for 2nd year) [Grade 16 strongly recommended]

General Education Requirements

ENG 101	English Composition	3
ENG 102	English Composition	3
PSCN 171	American Government	4
____m	Multi-Cultural/Ethnic Course	
____/	Lab/Technical Science Requirement	

23 credits — American Sign Language Skills Classes:

MANC 107h	American Sign Language I	3
MANC 108h	American Sign Language II	3
MANC 109h	American Sign Language III	4
MANC 201h	American Sign Language IV	4
MANC 202h	American Sign Language V	4
MANC 290h	American Sign Language (VI) 6! (notice)	4
→ MANC 141	Interactive Communication Laboratory NEW	1

10 credits — Lecture Courses:

MANC 102	Orientation to Deafness	3
MANC 114(w)*	Psychological and Sociological Implications of Deafness	3
MANC 203	Professional Responsibility	2
MANC 211	Introduction to Deaf Community Resources	2

21 credits, 27 contact hrs — Interpreting Skills Classes: — see individual course pre-reqs

MANC 150	Pre-Interpreting Survey	3
MANC 231	Sign-to-Voice Interpreting I	3 (4)
MANC 232	Sign-to-Voice Interpreting II	3 (4)
MANC 23[illegible]	Sign-to-Voice Interpreting III	3 (4)
MANC 251	Interpreting Laboratory I	3 (4)
MANC 252	Interpreting Laboratory II	3 (4)
MANC 253	Interpreting Laboratory III	3 (4)

4 credits — Practical-Experience Classes: — Pass-Fail courses

Students choose a concentration in either Educational Interpreting or Free-Lance Interpreting and take a two-semester sequence of classes

MANC 235(c)*	Practicum in Educational Interpreting	2
MANC 295	Field Work in Educational Interpreting	2
MANC 236(c)*	Practicum in Free-Lance Interpreting	2
MANC 296	Field Work in Free-Lance Interpreting	2

(We hope to add minimum grade rqmts for the interpreting classes.)

* We are seeking General Education course approval for these courses.

(NEW) Program Guide -- Deaf Studies

Temporary guide pending approval of some courses for Gen Ed credit

Prerequisites: None

13 credits, pending Gen Ed **General Education Requirements**

ENG 101	English Composition	3
ENG 102	English Composition	3
PSCN 171	American Government	4
_____m	Multi-Cultural Course	3
_____/	Lab/Technical Science Requirement	

16 credits **American Sign Language Skills Classes:**

MANC 107h	American Sign Language I	3
MANC 108h	American Sign Language II	3
MANC 109h	American Sign Language III	4
MANC 201h	American Sign Language IV	4
MANC 141	Interactive Communication Laboratory I	1
MANC 142	Interactive Communication Laboratory II	1

10 credits **Lecture Courses:**

MANC 102	Orientation to Deafness	3
MANC 114(w)*	Psychological and Sociological Implications of Deafness	3
MANC 203	Professional Responsibility	2
MANC 211	Introduction to Deaf Community Resources	2

6 credits, 8 contact hrs **Interpreting Skills Classes:** Grade 10 reading level recommended

MANC 150	Pre-Interpreting Survey	3
-- and --		
MANC 251	Interpreting Laboratory I	3 (4)
-- or --		
MANC 231	Sign-to-Voice Interpreting I	3 (4)

2 credits **Practical-Experience Classes:**

MANC 237(c)*	Practicum in Deaf Studies	2

Electives

13 credit hours of electives to be selected by student and advisor

* We are seeking General Education course approval for these courses. Tentatively, the students will still take a Multi-Cultural course to complete the degree program.

Appendix 18

DEFINITIONS

Interpreter: orally translate spoken messages of foreign languages into a specified language that can be understood by others

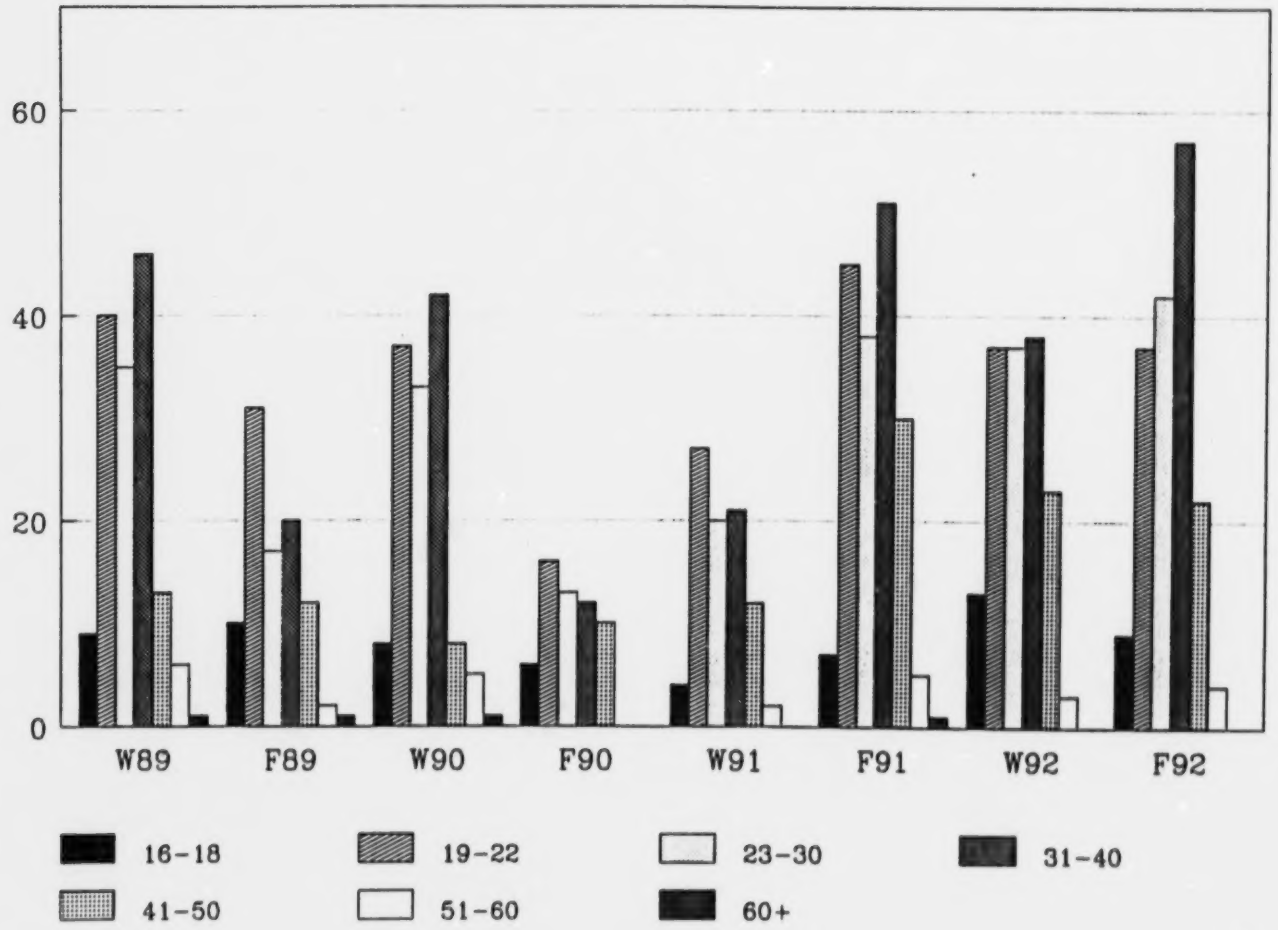
Translators: change written materials from one language into another

Interpreters for the Deaf: translate or interpret spoken (or signed) material into American Sign Language, signed English, or spoken English for understanding by those individuals who are deaf or by those who are listening to a deaf speaker. They also interpret sign language into oral or written language. They are communication links between deaf and hearing people.

Transliterate: the ability to translate from one language to a code in a second language, ie. English to English-mode.

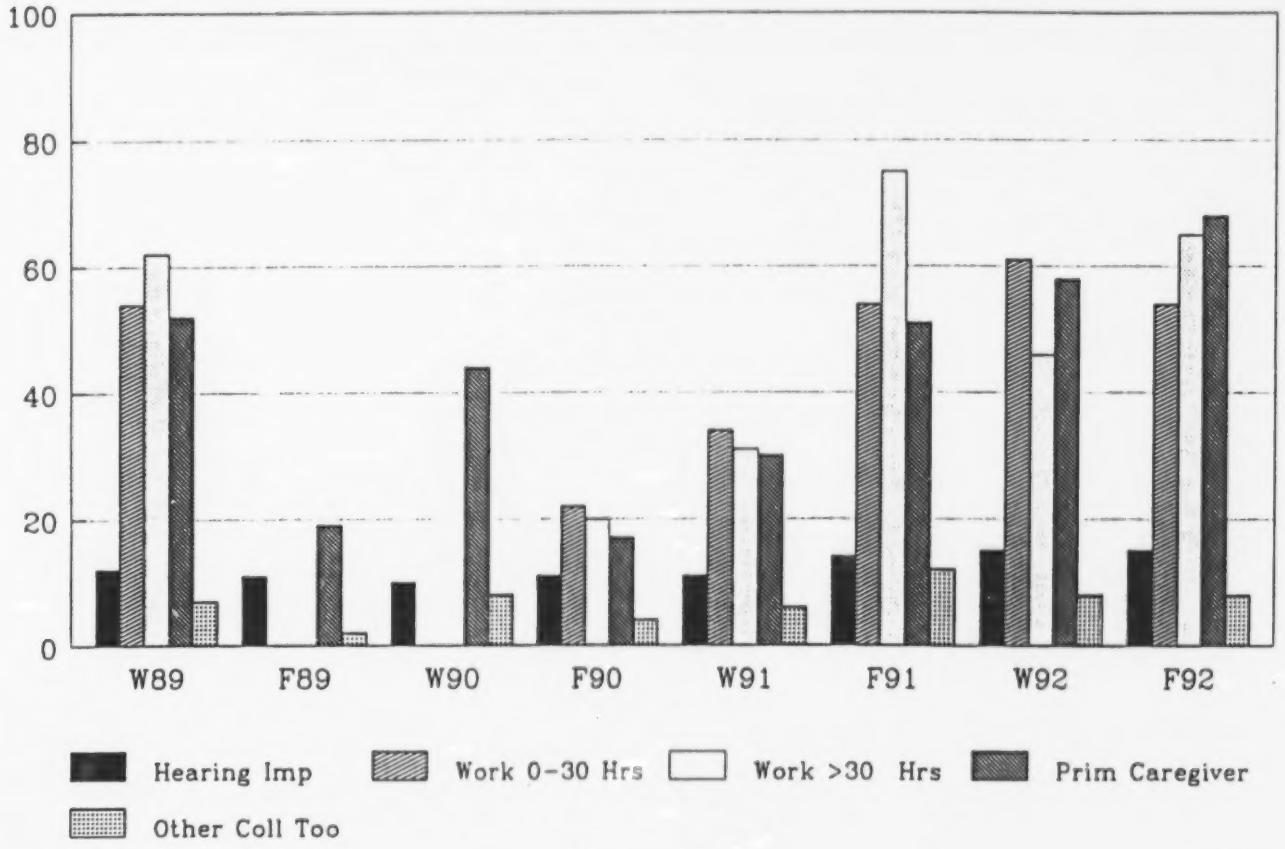
Interpret: the ability to translate from one language (the source) into a second language (the target), ie. English to American Sign Language or French to German.

ITP Student Ages



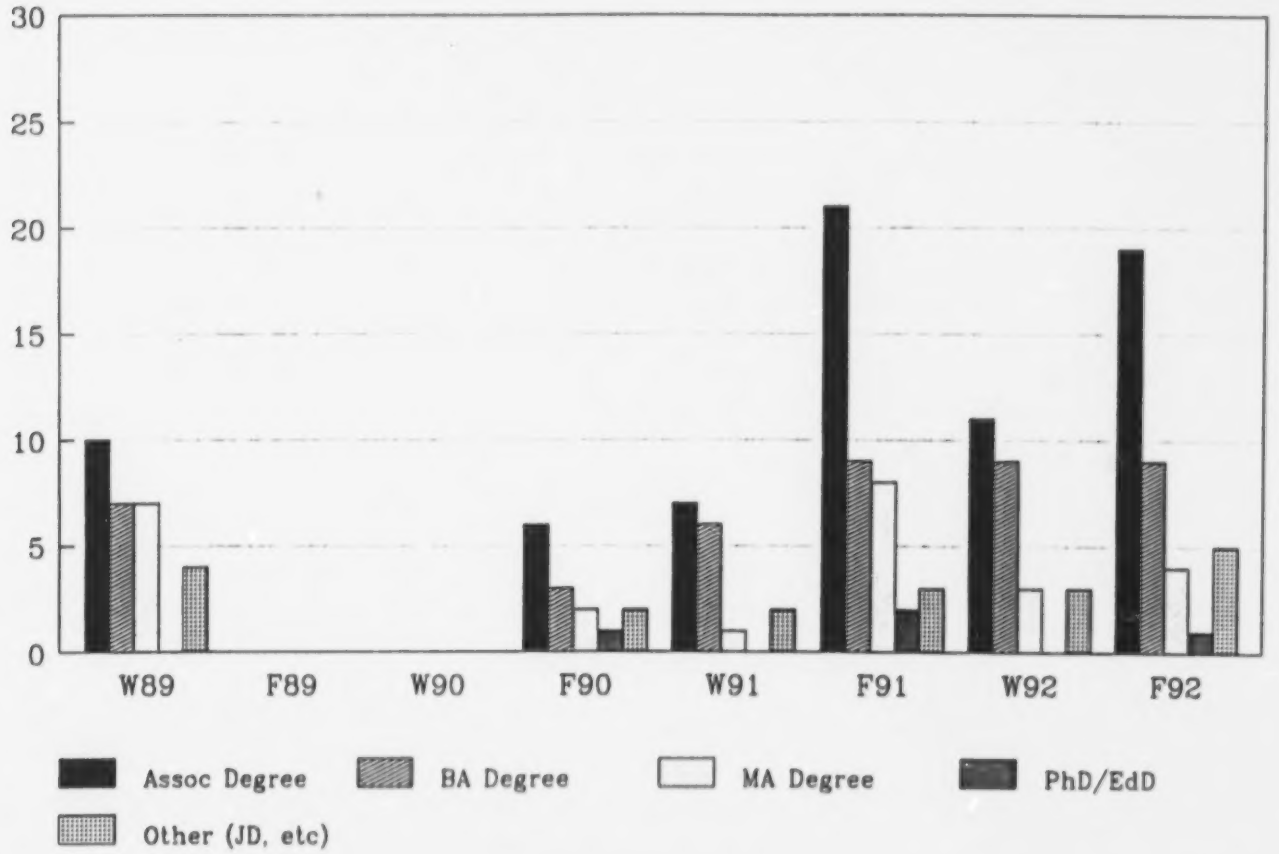
ITP Students Demographics

Misc Info about Students



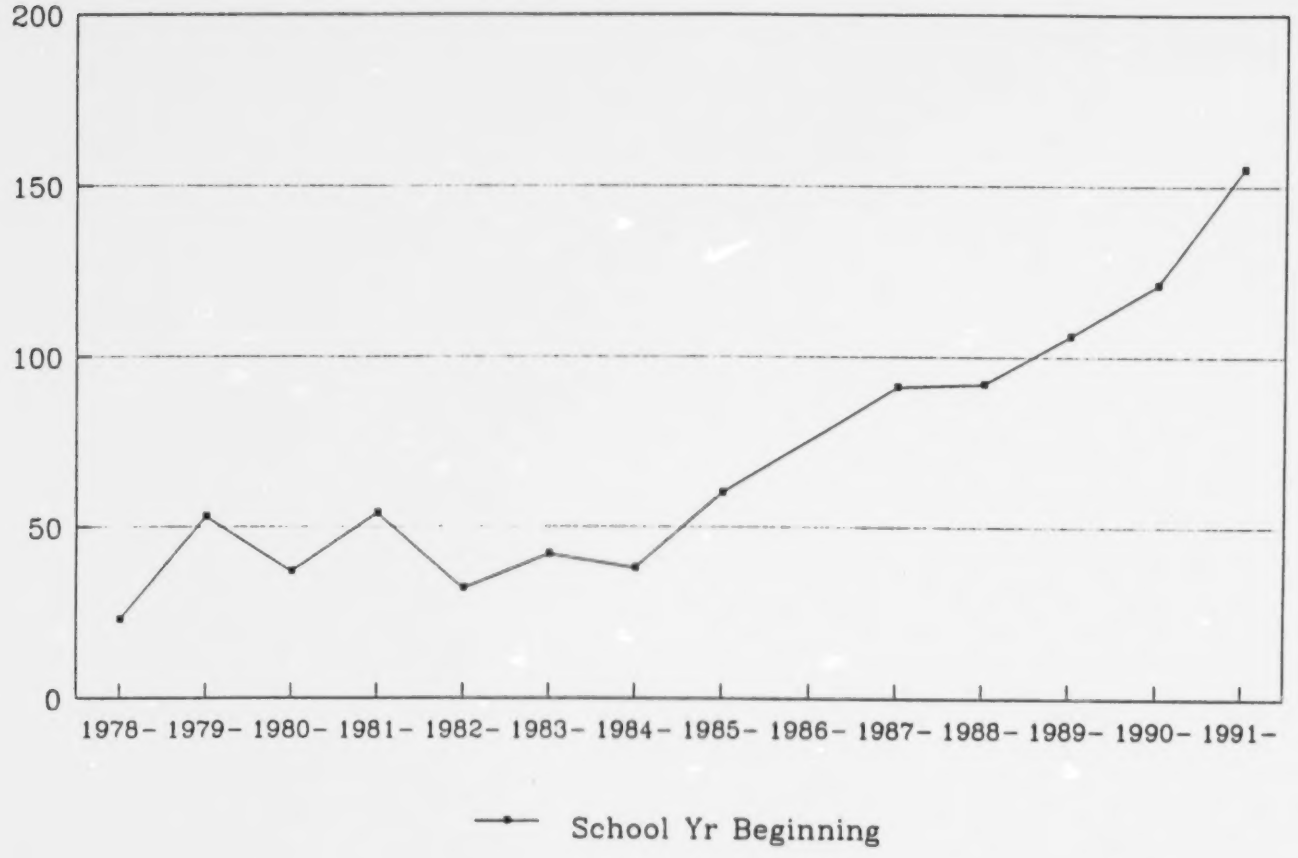
ITP Students w/ Degrees

Previously-degreed Students



ITP Program Inquiries

Info packets sent by mail



Appendix 21
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Mott Community College
Interpreter Training Program

Graduate Information and Status

Name/Year Graduated	Status	*Prior Knowl	Current Occupation or Activitiy
1979-80			
KJ Hooten	QA I ?		Interp: Southwestern Academy (Flint)
Karen Lawrence			Interp: a Comm College in Virginia (this is old info)
1980-81			
Eleanor Bancroft	CSC	family	Interp: Mott CC (retired)
Alice Nunn	?		Former shop employee/interp; moved out of state
1981-82			
Pam Ferrell	?		MSD school nurse
Fifi Hendrix	?	parents	SSHI Group Homes manager
Jeanine Libka	?		Mid-Michigan Youth & Family: manager
Lonnie (Sebela) Morgan	QA II		MCC interpreter
Connie Parker	QA I		Completing BA: Linguistics; ASL instructor
			SSHI staff interpreter
Jill (Yentes) Rice	IC/TC		
1982-83			
Nancy Haney	?		Flint Goodwill
Reba Hendrix	QA III	parents	SSHI (?)
Claire (Goss) Lavoie[1]	?		Moved back to Quebec; not signing
Cindy Mahnke	?		Works in shop
Lynda Neumann	QA I		?
Ann Parsell	?		Works in shop; also attending MCC
Joan Robbins	QA I		Educ: ? west Mich or up north (elem)
Linda Swinehart	?		MCC interpreter
Teresa (Williamson) Tuohy	?		Educ: upstate New York (all levels)
Joan Walden	?		
1983-84			
Tracy Berns	?		Moved to ?Minn
Helen Dill	?		
Mary Fortino	?		Sec'y to Judge Conover (Davison)
Lynn McNamara	QA I		Former Skill Center interpreter
Carla Ann Shelby	?		
Teresa Sparr	?		Real estate sales
Lisa Wildmo	?		Audiologist (?); moved to Australia

Name/Year Graduated	Status	*Prior Knowl	Current Occupation or Activitiy
1985-86			
Lois Baldwin	?		HC counselor at GR Junior College
Dianne Berryman	?		?
Katrina Brown	?		Deceased
Kim Brown	?		Deceased
Lynn Brown	?		Attorney
Robin Cross	Ariz QA		Elementary interpreter (sick leave)
Harry Irwin	?		Previously working at Mid-Michigan
Jennifer Larime	?	hear-imp	?
Nancy Liedel	?		Community Industries
Kim (Nicholas) Jankowski	?		Interpreter at Trinity Assembly
Towana (Propst) ___	QA II		Previously at SSHI
Susan Shaw	CSC		Was at NTID; no new info
Michele (Sturgill) ___	?		Was part-time at Baker College
1986-87			
Linda (Priestly) Back	?		Free-lance interpreter
Joan Bobb	?		Nurse at Flint Ostepathic Hospital
Marianne Borton	?		Moved out of area
Nancy Daily	?	Spouse	Teaches ASL at Jordan College
Brenda Dawe	QA II	Spouse Parents	Free-lance interpreter; ASL teacher at Kirkland Comm College
Lena Hunt	QA III	Parents	Interpreter at Skill Center
David Lawer	QA III		Interpreter at Skill Center
Amy Mielke	?		Caseworker at Child-Adolesc Services
Amy Thorpe	QA II		Interpreter
1987-88			
M. Peggy Devendorf	QAII	child	Free-lance and educational interp
Maureen Krason	QA I		Elementary interpreter
Michele (Matzke) Christensen	QA II		Inter & ASL instructor (Port Huron)
Dee Roat	?		St Pius, general worker
Cindy Surles	?		Interpreter at Southwestern HS
1988-89			
Cassey Jo Carey	QA III		Elementary interpreter (leave)
Suzanne Courtney	?		(Overuse syn) -- Voluntary Act Cntr
Jolene Seniura	?		? (child care?)
Denise Wildeman	?		? Moved back to western Michigan
1989-90			
Jeanna Anderson	QA I		Educational interp -- Ann Arbor
P. Denise Carr	?		?
Lori Eible	QA II		Dentist's office, free-lance interp
Norma Eskew	?		Raising children
Steve Gerics	?		? (was working in group home)
Sally King	CI/CI	brother	Free-lance/educ interp in St. Louis
Bev McFatridge	?		?
Danelle Nelms	QA I		Secretary at MCC, some free-lance
Janice Oeming	?		Board member of VOICE
Sandra Pifher	?		?
Bonnie (Root) Massoud	CI/CT	church comm ed	Free-lance interp; ASL instr MCC
Debbie (Smith) Lutfi	?	parents	Interp at B Hills; ASL instr at OU
Roberta Smith	?		Continuing education

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Name/Year Graduated	Status	*Prior Knowl	Current Occupation or Activitiy
1990-91			
Harold Allen	QA II	parents	Free-lance & educ interp; cont ed
Marybeth Leiter	?		Montessori teacher; some educ interp
Zoe (Szymanski) Morhrie	QA III	hear-imp	Educ interp ?Saginaw
1991-92			
Lisa Boegner	QA III		Free-lance & educ interp; cont ed
Lee-Ann (Dluge) Rondan	QA I	brother parents	Free-lance interp
Debbie Eckert	?		Free-lance interp
Debbie Glasstetter	?		Flint Goodwill
Donna Simons	?		Redford Senior Citizens
Heidi Spring	?		Moved to Ohio
1992-93			
Sharon Newmann	?		Hospital clerk
Colleen Peake	?		Educ interp; Cont ed - psychologist
Patrice Powell	?		Educ interp ?Caro
Amy Rose	QA I		ASL Instructor at Delta
Donna Skinner	?		Group home
Hope Tompkins	?		Educ interp: St. Charles
Rebecca (Vine) Cardie	QA I		Moved to Colorado
1993-94			
Meredith Alexander	QA I	parents	Interpreter: Saginaw
Vera Bragg	?		Sub educ interp in thumb area
Karen Breidenbach	?		Camp counselor for multi-hc deaf
Nancy Bunnell	QA II		Secy to Flint Magistrate
Becky Jackett	?		Interpreter: Tuscola ISD
Leisa Kearney	?		Sub educ interp
Lisa May	?		Interpreter: Saginaw
Dawn Mitchell	?		Teacher aide Tuscola ISD?
Mary Jane Phillips	?		Educ interp
Sandra Piontkowski	?		Sub interpreter, aide at BHills
Felicia Skinner	?		Free-lance & educ interp
1995-96			
Susan Blatchford	QA I		Raising children
Stephanie Isaac			Sub at St. Charles

[1] Completed all training except English 102 and Political Science, then moved back to Canada. French first language!

INTERPRETER TRAINING PROGRAM
CITIZEN/LAY ADVISORY COMMITTEE
1993-1994

Bruce Daily
Michigan Rehabilitation Services
303 W. Water Street, Suite 204
Flint, MI 48504
768-2103 V/768-2177 TDD

E. Marie Henderson
Interpreter
5500 Genesee Road
Grand Blanc, MI 48439
694-3868

Muriel Houston
2222 W. Home Avenue
Flint, MI 48504
737-3235 V/TTY

Earl Jones
G-4245 Beecher Road
Flint, MI 48504
732-5949 TDD

Dr. Brian McCartney, Supt.
Michigan School For The Deaf
1661 Miller Road
Flint, MI 48503
257-1400

Jill Rice
Staff Interpreter
Social Services for the Hearing Impaired
302 E. Court Street
Flint, MI 48503
239-3112

Felicia Skinner
5152 Judith Ann Dr.
Flint, MI 48504
(Home) 785-9197

Nancy Smith, Adm. Assistant
Social Services for the Hearing Impaired
302 E. Court Street
Flint, MI 48503
239-3112

Cindy Smolinski
2279 S. Elms Road
Swartz Creek, MI 48473
635-4264 TDD

Bertram Gerone Wooten
5389 Buobeck Street
Flint, MI 48532
733-6487 V/TTY

Minutes of February 1994 Advisory Committee Meeting
Interpreter Training Program

Date:	February 11, 1994 at 3:00 p.m.
Place:	Mott Community College, ITP Video Lab
Attendance:	Marie Henderson, Earl Jones, LindaLee Massoud, Dr. McCartney, Nancy Smith
Excused:	Bruce Daily, Jill Rice
Absent:	Muriel Houston, Felicia Skinner, Cindy Smolinski, Bertram Wooten
Visitors:	Vera Bragg (student interpreter), Bonnie Massoud (instructor)

Regarding Winter 1994 Statistics

- We have 302 students attending the Winter 1994 semester; 92% female and 8% male.
- 73% of the students come from Genesee County; 17% come from adjoining counties; 10% come from "distant" counties.
- We are represented by 17 counties and 55 cities.
- Several students took the QA during 1993. Most received a QA 1; several had not even completed the program yet.
- Interpreting students completed, by self-report, approximately 1050 hours of community service in the Deaf community during 1993. These numbers do not include regular, full-time employment but do include part-time employment.

Regarding the Status of CM 2101

The ITP Lab has been in operation since Fall 1993. It was put together in one week! Although teachers complain about the amount of space still being inadequate, it is a adequate facility for our needs. More equipment has been ordered for the room. One big remaining needs is a specially-made system to allow students to listen to the videoplayers and tape recorders through headphones. LindaLee is investigating methods of designing and securing this equipment.

Status of Program Revision

LindaLee attended a meeting today in which she attempted to explain the need for grade restrictions for the interpreting classes. The college committee expressed several valid concerns about methodology for achieving the goal of quality guarantees and asked LindaLee to return in March with new ideas.

Status of Program Review

The Program Review required by the Michigan Department of Education through our Perkins Act grant is due on March 1st. All advisory committee members will receive a copy of the materials

as soon as it is completed.

Regarding Need for Expanded Mentoring Opportunities

LindaLee addressed the concern that students do not have enough contact with American Sign Language and Deaf people to become fluent in the language during the degree program. Nancy Smith agreed with that concern and indicated that many students cannot interpret well because they do not understand ASL. After some discussion, the committee decided to pursue a two-pronged plan to increase the contact students have with deaf people -- both as communicators and as interpreters.

LindaLee will develop a questionnaire to be distributed among the Pre-Interpreting Survey and Interpreting class students. We chose to focus our initial attentions on those students who had demonstrated a commitment to the Deaf Studies or Interpreting degree. From that questionnaire, we will determine the numbers, types, availability, and interest of students in an expanded mentoring program.

LindaLee will compile the results and forward them to all committee members. Simultaneously, Dr. McCartney and Nancy Smith will investigate possible options for mentoring experiences within the Deaf community. We will meet at a later date to discuss the plans. The goal is to have a pilot program in place by this summer.

There being no further concerns, the meeting was adjourned at 4:00 p.m.

NO STAFF

FORM O.12
STAFF SUMMARY

	YEARS OF EXPERIENCE AT MCC	HIGHEST DEGREE	MALE						FEMALE					
			ASIAN	BLACK	CAUCASIAN	HISPANIC	NATIVE AMERICAN	OTHER	ASIAN	BLACK	CAUCASIAN	HISPANIC	NATIVE AMERICAN	OTHER
FULL TIME	0-3	HIGH SCHOOL												
		ASSOCIATE DEGREE												
		BACHELORS												
		MASTERS												
		DOCTORATE												
	4-19	HIGH SCHOOL												
		ASSOCIATE DEGREE												
		BACHELORS												
		MASTERS												
		DOCTORATE												
	20+	HIGH SCHOOL												
		ASSOCIATE DEGREE												
		BACHELORS												
		MASTERS												
		DOCTORATE												
		TOTAL												
PART TIME		HIGH SCHOOL												
		ASSOCIATE DEGREE												
		BACHELORS												
		MASTERS												
		DOCTORATE												
		TOTAL												
		TOTAL												

FORM 0.12 (Cont'd)

★ Two MCC full-time instructors teach ITP courses, but neither is full time in the ITP.

FACULTY SUMMARY

	YEARS OF EXPERIENCE AT MCC	HIGHEST DEGREE	MALE						FEMALE						
			ASIAN	BLACK	CAUCASIAN	HISPANIC	NATIVE AMERICAN	OTHER	ASIAN	BLACK	CAUCASIAN	HISPANIC	NATIVE AMERICAN	OTHER	
★ FULL TIME	0-3	BACHELORS													
		MASTERS													
		DOCTORATE													
	4-19	BACHELORS													
		MASTERS													
		DOCTORATE								1	1				
	20 +	BACHELORS													
		MASTERS													
		DOCTORATE													
		TOTAL													
LESS THAN FULL TIME	PART TIME	BACHELORS									1+ 1+				
		MASTERS			1+~ 1+~						1+ 1+ 1+ 1+*				
		DOCTORATE			1+~										
	ADJUNCT 4-9	BACHELORS									1+ 1				< BA: 1
		MASTERS													
		DOCTORATE													
	ADJUNCT 10+	BACHELORS									1+ 1+				< BA: 1
		MASTERS													
		DOCTORATE													
		TOTAL													
		TOTAL													

+ Deaf

* Visually-impaired

~ Been at Mott ≥4 yrs, but not yet "adjunct" status due to few sections taught

C. S. MOTT COMMUNITY COLLEGE
DIVISION OF HUMANITIES

JOB DESCRIPTION
INSTRUCTOR/COORDINATOR
INTERPRETER TRAINING PROGRAM

RESPONSIBILITIES:

Teach a partial load of ASL and/or interpreting classes.

Recruit, advise, and enroll students in the program.

Provide educational and vocational counseling to potential current students and alumni.

Assist in the scheduling of classes.

Direct curriculum development and revision.

Maintain records, gather statistical data, and prepare reports.

Maintain liaison with agencies associated with deafness.

Coordinate and conduct meetings of the Advisory Board.

Develop promotional materials.

Undertake related duties assigned.

MINIMUM QUALIFICATIONS:

BA degree. Fluency in American Sign Language as evidenced by CSC or RSC certification or SCPI Advanced-Plus rating, two years experience in interpreting or sign language teaching.

OTHER PREFERRED QUALIFICATIONS:

Master's degree in subject area, previous experience in coordinating an Interpreter Training Program.

OTHER RELATED DUTIES:

Oversee duplication and distribution of in-house curriculum materials.

Maintain liaison with employers for recruiting of students, on-the-job training of students, and placement of graduates.

Call and chair meetings of program instructors.

Advise in the preparation of the budget for the program.

Assist in the recruitment and evaluation of part-time faculty.

Coordinate annual plan, capital outlay requests, voc ed funding and reporting requirements, and submit purchase orders for supplies and equipment.

Coordinate text book selection for the program.

Maintain office hours in accordance with policy.

Ensure prompt and appropriate disposal of all incoming telephone messages and requests.

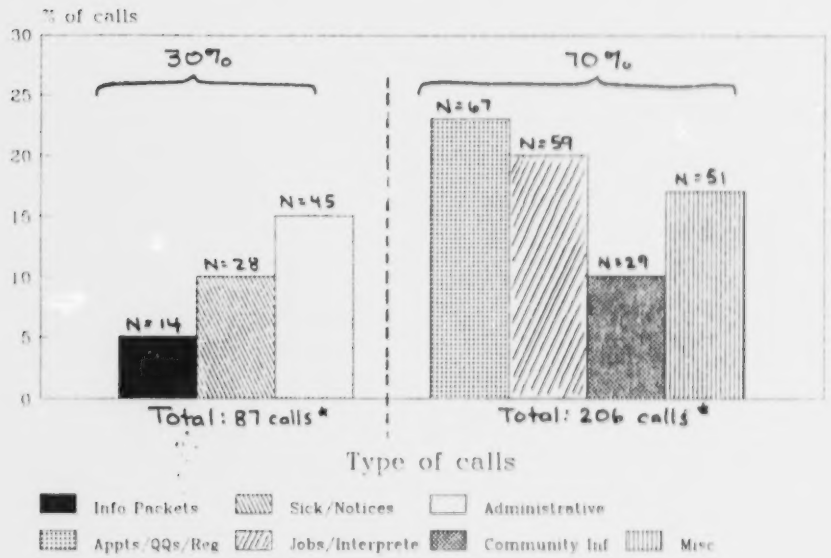
Oversee ITP Lab Room, including security, maintenance, staffing, etc.

Instructor/Coordinator _____ Date _____

Dean _____ Date _____

Distribution of Phone Calls

ITP -- Fall 1993



Explanation of Categories

Categories to the left of the dashed line (30%) represent phone calls that could be taken care of by a secretary without any input by Coordinator.

- **Info packets** -- requests for packets of information to be sent by mail.
- **Sick/notices** -- calls for excused absences from class, messages to instructors, etc.
- **Administrative** -- notices from the administration, notices for meeting dates, etc.

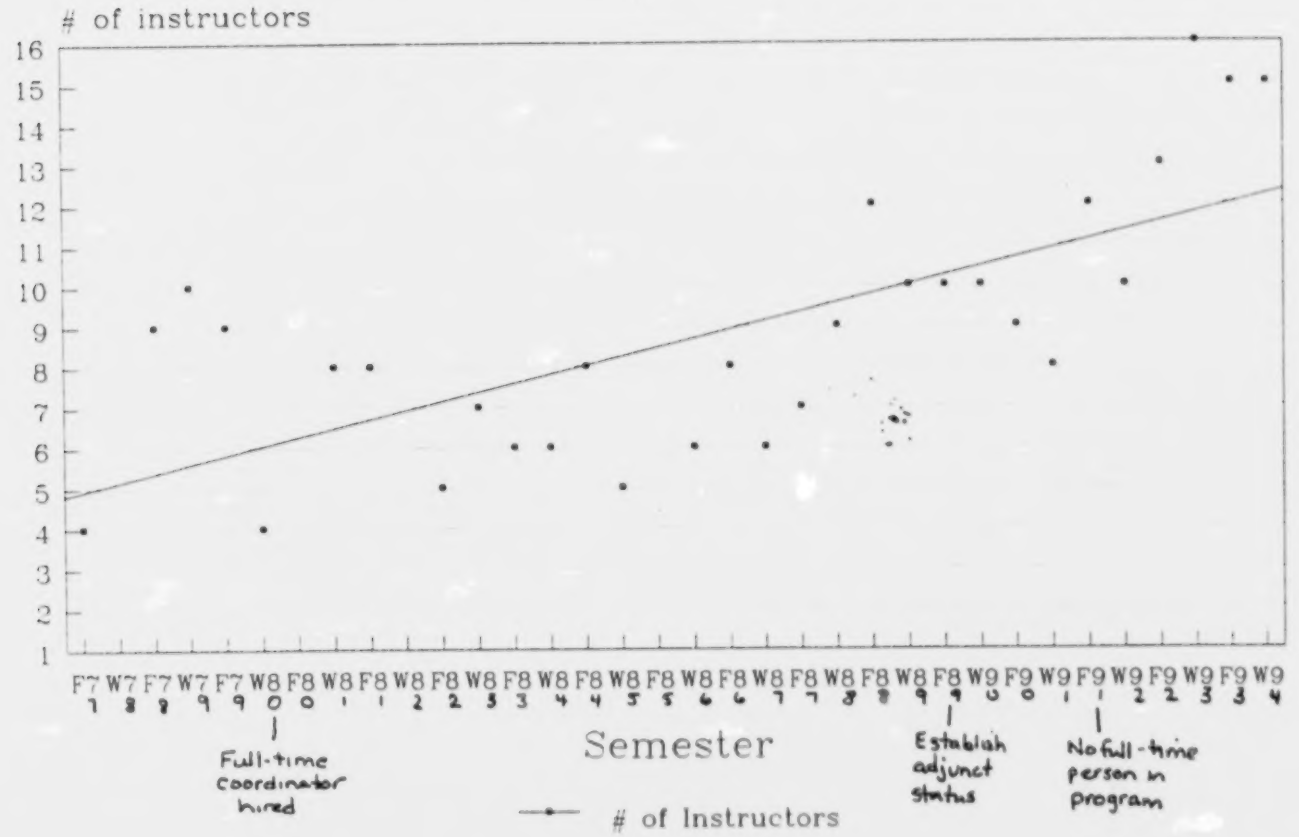
Categories to the right of the dashed line (70%) represent phone calls that require the Coordinator's knowledge or expertise.

- **Appts/QQs/Reg** -- calls requesting appointments for special evaluation for advanced placement, questions about course/program sequences, requests for special registration assistance, questions about interpreting as a profession, etc.
- **Jobs/Interpreters** -- requests for student interpreters, notices of job openings, requests for sign language teachers or special presentations, etc.
- **Community Info** -- requests by "John Q. Public" for various types of information on sign language, deafness, interpreting, certification, etc., requests for referrals to various programs, requests for information about special ITP programs and presentations, requests by other colleges for our curriculum materials.
- **Misc** -- other uncategorized calls, including requests for make-up tests and requests to schedule time on the program's computer.

* This information is based on the number of phone calls that came in to the office while no one was available to take the call (ie, pink slip and voice mail messages only). It does *not* include the calls that were answered when they rang in.

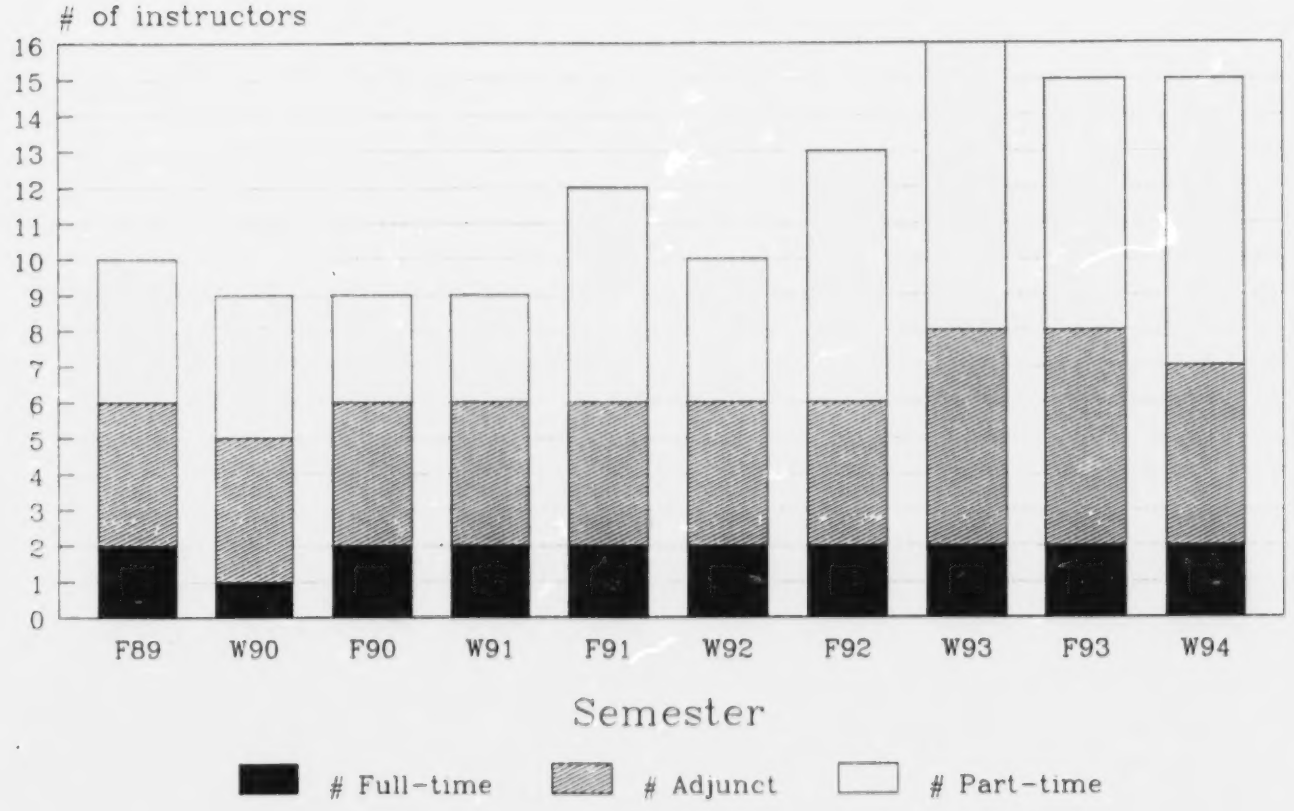
ITP Instructors

Total Number of Instructors


# of instructors
16
15
14
13
12
11
10
9
8
7
6
5
4
3
2
1
F7 W7 F7 W7 F7 W8 F8 W8 F8 W8 F8 W8 F8 W8 F8 W8 F8 W8 F8 W8 F8 W8 F8 W8 F8 W9 F9 W9 F9 W9 F9 W9 F9 W9
7 7 8 8 9 9 0 0 1 1 2 2 3 3 4 4 5 5 6 6 7 7 8 8 9 9 0 0 1 1 2 2 3 3 4
Full-time coordinator hired
Semester
Establish adjunct status
No full-time person in program
# of Instructors

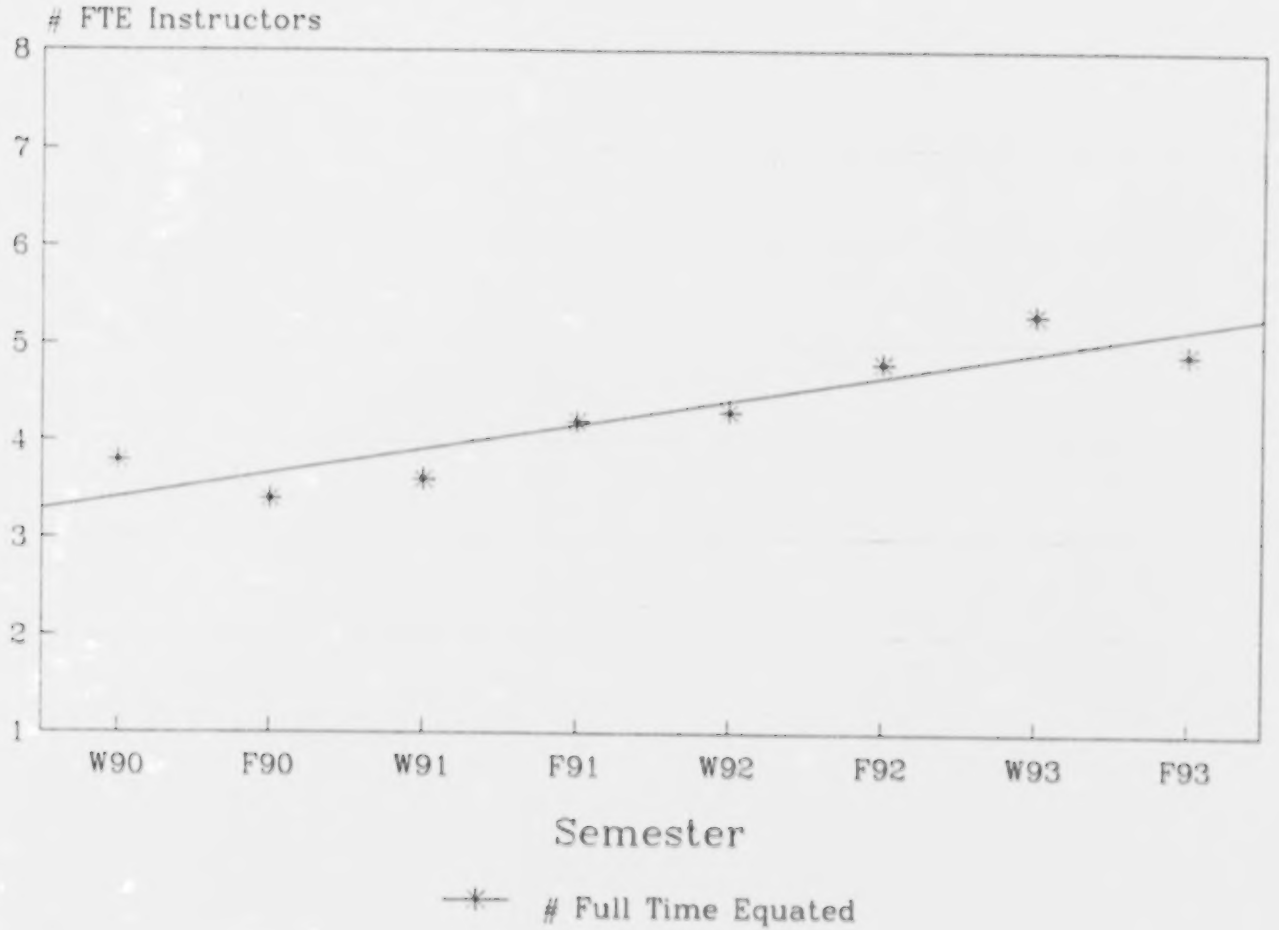
ITP Instructors

Numbers of Instructors



FT: release time only (no FT in program)

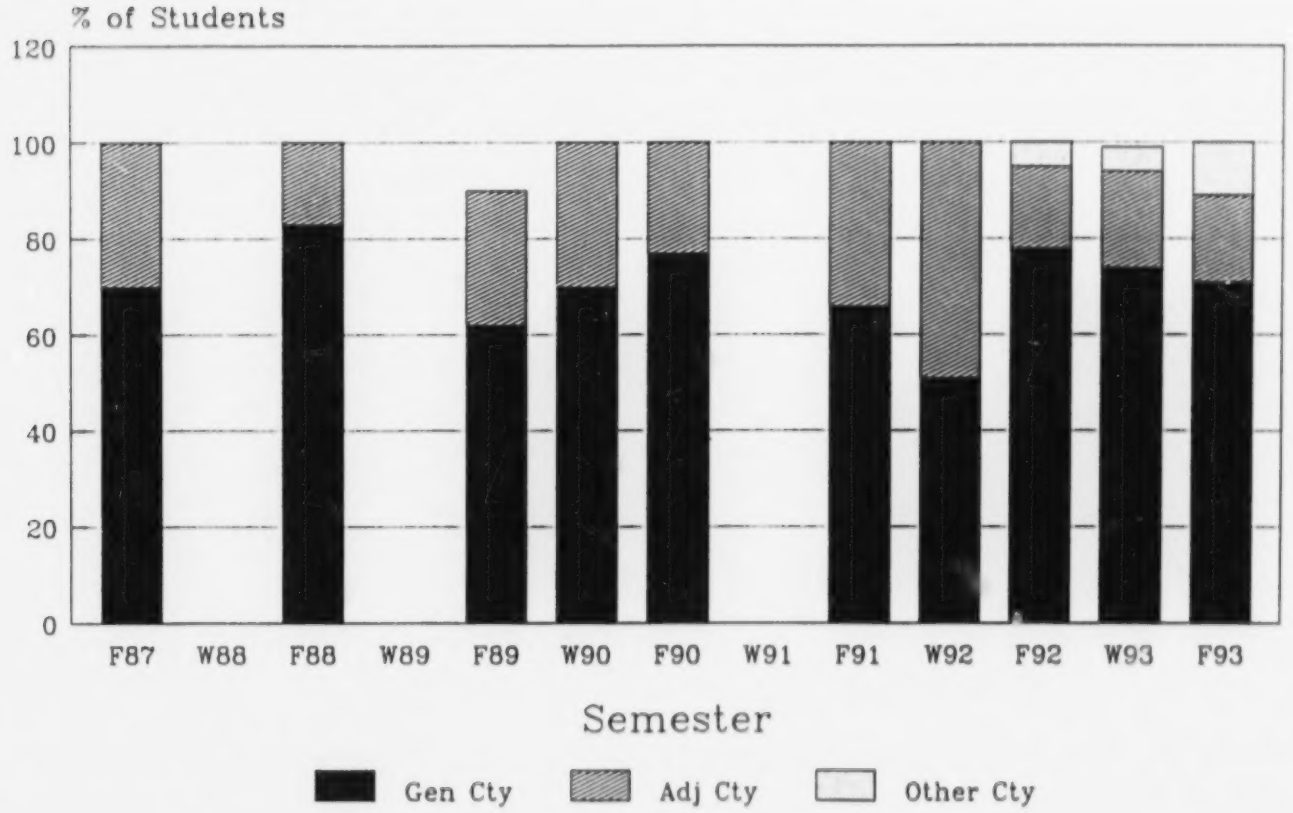
Full Time Equated Instructors



1-41.0

ITP Residence by County

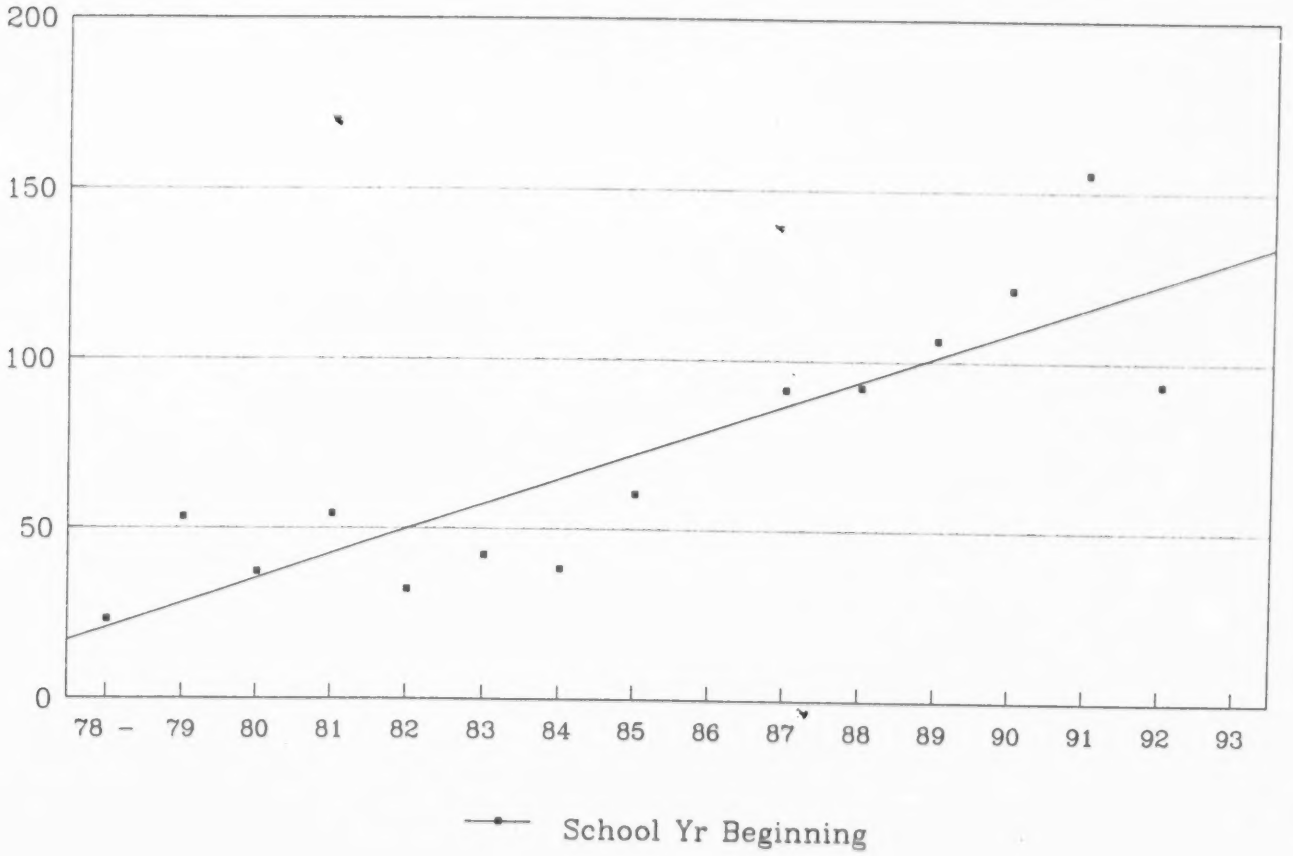
Genesee vs. Other Counties



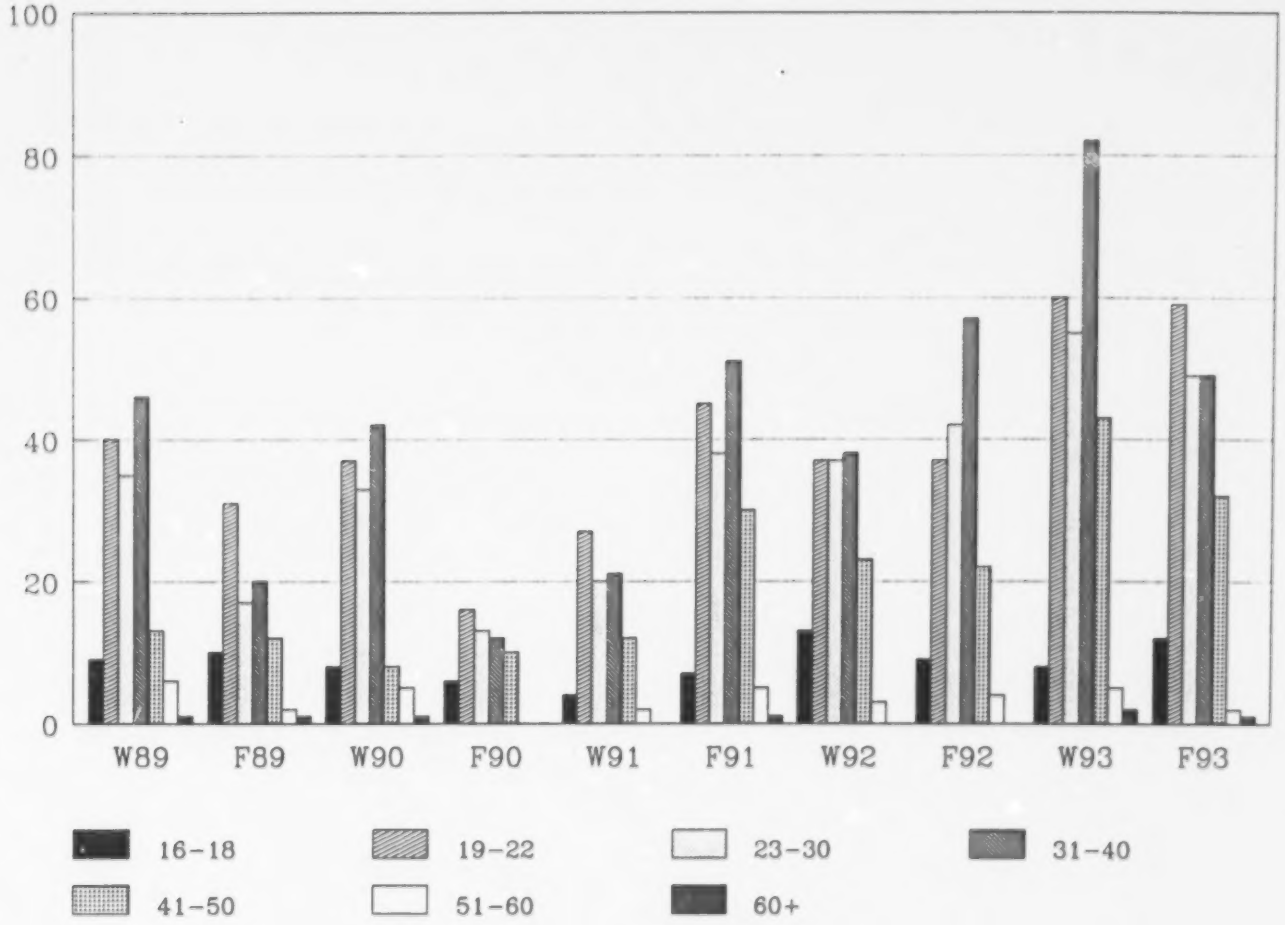
Earlier semesters indicate In vs Out Cty

ITP Program Inquiries

Info packets sent by mail

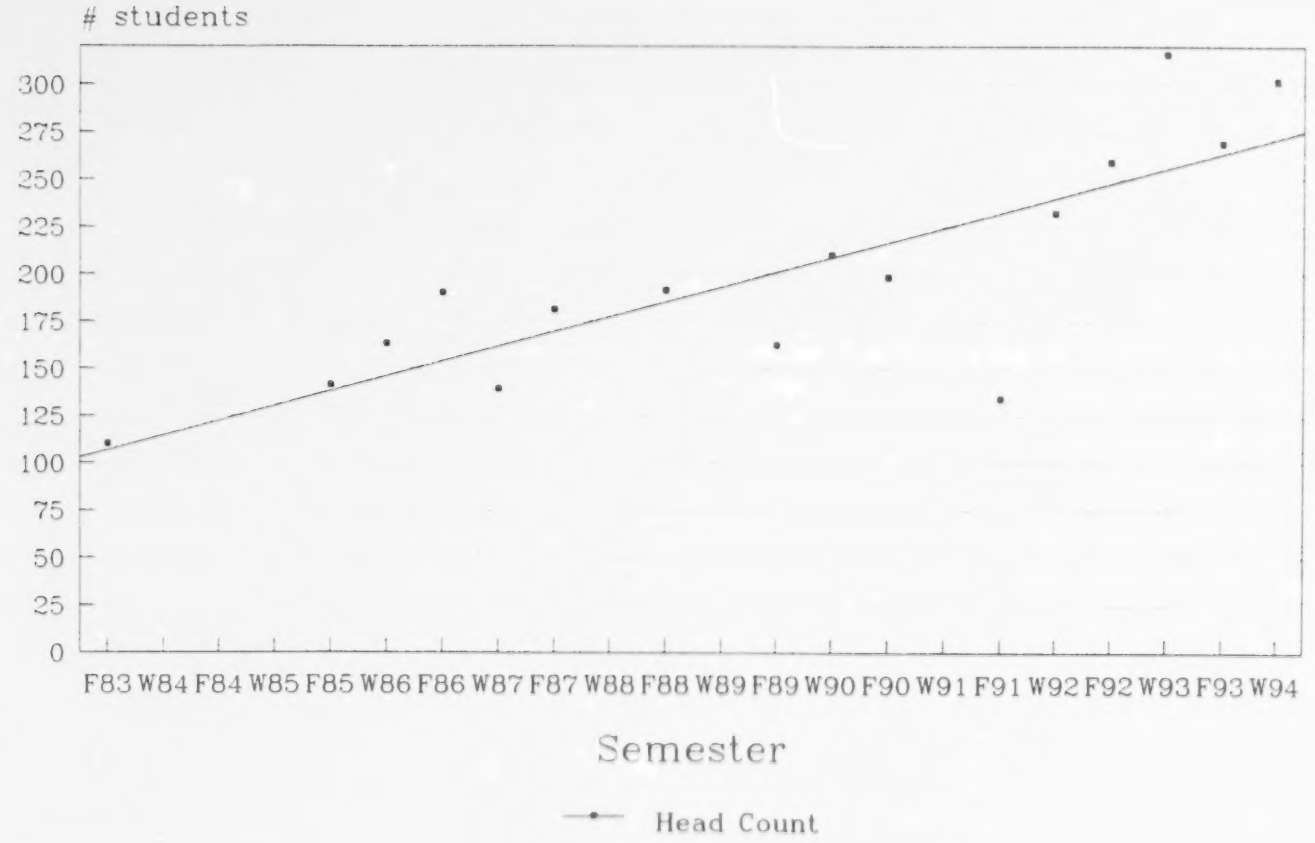


ITP Student Ages



ITP Student Headcount

students by semester



Student Academic Achievement Assessment Plan

Interpreter Training Program

Prepared by LindaLee Massoud, Coordinator
Interpreter Training Program
Mott Community College
Flint, Michigan
February 14, 1994

North Central Accreditation Association
Student Academic Achievement Assessment Plan
Interpreter Training Program

February 15, 1994

Background. The mandate from NCAA is to develop a plan of assessment that will lead to realistic opportunities for improving the quality of instruction for students in the Interpreter Training Program. The program included in this packet has developed out of:

- the assessment program currently in place, and
- modifications or additions to meet the multiple criteria specified by NCAA (most of which were already in the planning stages).

Stages of Assessments:

- Entry Level Assessment (incoming students)
- On-going Assessment (students enrolled in courses)
- Exit Assessment (graduating students)
- Follow-up Assessment (graduated students and their employers)
- Evaluation of the Assessment Program

Prepared by: LindaLee Massoud, Coordinator, Interpreter Training Program

Plan for Assessment of Interpreter Training Students
Entry Level Assessments

Measure	Cycle	Population	Distribution of Results	Use of Results	Overseer
Entering assessments in English and Reading	Each semester	All incoming students except transfer students	Advisor, Program Coordinator	· To advise students into the proper preparatory courses	Guidance and Counseling, with Advisor input
Reading Test (Nelson-Denny, Form F or G)	Each semester ** Only for those students whose Reading scores are not available or are over two years old. **	All students enrolled in MANC 150 who intend to continue in interpreting courses	Instructor of Interpreting classes, Program Coordinator	· To determine eligibility for AAS in Interpreting (minimum grade level 10). · To advise students into Reading courses, if necessary	Program Coordinator or designee
Informal assessment of students' signing skills	Each registration period	Entering students who wish advanced placement in ASL courses	Program Coordinator	· To place advanced students in the correct courses	Program Coordinator or designee

Plan for Assessment of Interpreter Training Students
On-going Assessments

Measure	Cycle	Population	Distribution of Results	Use of Results	Overseer
Student Grades	At the end of each semester	All ITP courses	Program Coordinator, Instructors, other interested parties	To calculate statistics on student success	Program Coordinator
Geographical Distribution of Students	Beginning of each semester	All ITP courses	Program Coordinator, Instructors, other interested parties	· To determine the number and percentage of students attending from Genesee County, surrounding counties, and other counties · For state and federal reporting purposes	Program Coordinator
Demographic Survey (paper/pencil)	Beginning of each semester	All ITP courses	Program Coordinator, Instructors, other interested parties	· To determine the population of our students (age, sex, ethnic origin, education, etc.) · To determine our student's goals in learning sign language and/or interpreting · For state and federal reporting purposes	Program Coordinator
Videotape of interpreting students (from entry to exit of interpreting sequence)	Three semester interpreting sequence	Each student in the interpreting class sequence	Interpreting class Instructor	· To measure students' skills over a period of time by viewing progressive demonstrations	Interpreting class Instructor(s)
Discussion of ethical situations	Each semester	Practicum students and interpreting students	Instructor(s) of Practicum and Interpreting courses	· To evaluate students' ability to apply the RID Code of Ethics to practical situations	Practicum and Interpreting class Instructor(s)

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Plan for Assessment of Interpreter Training Students
Exit Assessments

Measure	Cycle	Population	Distribution of Results	Use of Results	Overseer
Student perceptions of quality of course (paper/pencil questionnaire)	End of each semester	All ITP students	Program Coordinator, Instructors, other interested parties	· To determine whether students believe they have received adequate and appropriate instruction in a course	Program Coordinator
Practicum Ethics Project (pass/fail: written and oral examination)	End of Fieldwork course	All student graduating with AAS in Interpreting	Practicum Instructor	· To determine whether students have a firm theoretical and practical understanding of the professional ethics of sign language interpreters	Practicum Instructor
Quality Assurance Screening and/or RID Certification testing (results of QA are difficult to obtain other than by student report)	Before or after graduation	Students who apply	Results are made available voluntarily by students and may be published in a statewide directory	· To measure the student's ability to interpret and transliterate · To determine whether the courses are adequately preparing students to take the QA screening · For state and federal reporting purposes	Program Coordinator

Plan for Assessment of Interpreter Training Students
Follow-up Assessments

Measure	Cycle	Population	Distribution of Results	Use of Results	Overseer
Graduate Follow-up Survey	Annually (formal) On-going (informal)	Students one year after graduation	Program Coordinator, all Instructors, other interested parties	· To determine whether students have successfully obtained employment in their chosen field (or in a related field) · To obtain suggestions for improving program curriculum to meet work requirements · To assist other students in making career choices · For state and federal reporting purposes	Practicum Instructor
Graduate Follow-up Survey	Annually (formal) On-going (informal)	Graduated students (on a regular basis)	Program Coordinator, all Instructors, other interested parties	(same as above)	Practicum Instructor
Employer Follow-up Survey	Annually (formal) On-going (informal)	Actual and potential employers of graduated students	Program Coordinator, all Instructors, other interested parties	· To evaluate the adequacy of students' preparation for employment · To obtain suggestions for improving program curriculum to meet work requirements	Practicum Instructor

Plan for Assessment of Interpreter Training Students
Evaluation of Assessment Program

Measure	Cycle	Population	Distribution of Results	Use of Results	Overseer
Evaluation of Assessment Plan (discussion)	Bi-annually	Dean, Program Coordinator, ITP Instructors	Program Coordinator, Instructors, Dean	· To evaluate the success of the assessment program and determine areas for improvement	Program Coordinator
Evaluation of Assessment Plan (discussion and feedback)	Bi-annually	Advisory Committee	Program Coordinator, Instructors, Dean	· To evaluate the success of the assessment program and determine areas for improvement	Program Coordinator

Interpreter Training Funding
Report to Dean
August 1, 1988

Background. The concept of mainstreaming has resulted in a substantially increased number of hearing-impaired children who attend their local area schools. One of the support services needed by these students is sign language (or possibly, oral) interpreters. The demand for these interpreters arose suddenly, and there was a substantial lack of qualified applicants for the positions. In addition, there were almost no standards available to guide the districts as they hired interpreters. The result was that most districts have hired "interpreters" based upon the applicants' own judgment of their qualifications.

The Revised Administrative Rules for Special Education, effective July 1, 1987, specifies the requirements of an interpreter for the deaf. Rule 340.1793, paragraph 2 states:

> An interpreter for the deaf shall be any of the following:
> (a) A certified interpreter as defined in Act No. 204 of the Public Acts of 1982, being S. 393.501 et seq. of the Michigan Compiled Laws, and known as the deaf persons' interpreters act.
> (b) A qualified interpreter as defined in Act No. 204 of the Public Acts of 1982, being S. 393.501 et seq. of the Michigan Compiled Laws, and known as the deaf persons' interpreters act who has been approved at quality assurance level II or III.
> (c) A high school graduate, or equivalent, with advanced training in a community college or degree-granting institution whose training program has been approved by the department.

According to these rules, well over half of the interpreters currently working in Michigan public schools are unqualified for their positions since they have not complied with options a, b, or c, in becoming certified or qualified.

Immediate enforcement of this rule would have resulted in the closure of most mainstream hearing-impaired classrooms in the state since there would have been no interpreters. Therefore, currently-employed interpreters were given a grace year (1987-88) to become qualified under the rule. Unfortunately, this provision was essentially unsuccessful because of a lack of adequate opportunities for these interpreters to become trained in their local areas. As we begin this 1988-89 school year, a second extension has been granted with the understanding that any interpreters not properly certified or qualified by next school year will lose their positions.

Purpose of Funding. The Michigan Department of Education has set aside $25,000 to bring currently-employed public school interpreters up to a certifiable level by the beginning of the next school year. Since there are three Interpreter Training Programs currently in existence in Michigan, those three programs have been asked to design and carry out the training with this allotment of funds. The three programs are Lansing Community College, Madonna College, and Mott Community College.

Training Procedure. A total of $25,000 has been allotted for interpreter training. During several meetings throughout this year, we have determined that we will use the money as follows:

1. Madonna College will be the "holder" of the monies. They will receive $1,000 for soft support (secretarial, etc.).

2. Each of the three programs will be "allotted" $8,000 for their involvement in the training. However, these divisions are actually in-name-only, since the training will be a united effort. All training monies will be paid on a subcontracting basis at a rate upon which we have agreed.

3. Each program will be responsible for providing for one-third of the total training package. It is the coordinator's option whether to subcontract the training to in-house instructors or to bring in a person from the outside.

4. All costs and fees will be submitted to Madonna and paid through their budget.

Request from the College. Madonna College will be presenting the package to the State Department of Education for its approval. They have asked that our college submit a letter of intent to cooperate with this training program. "Cooperation" means that the college will support the concept of this training program, allow their name to be used in conjunction with the training sessions and materials, and allow me to be a contributor of our resources as I deem appropriate. It does not mean that we are obligated to support the program with our own financial resources. Any amounts I expend in arranging our part of the training will be reimbursed to the college.

Letter of Intent to Cooperate. The language of the letter only needs to specify that Mott Community College is willing to cooperate in the interpreter training project funded by the Department of Education and is willing to allow its name to be used in conjunction with the project. The letter should arrive at Madonna College as soon as possible so that the package can be presented to the Department on August 15, 1988.

If you have any additional matters of concern, I would be happy to discuss them with you.

North Central Association Self-Study
Interpreter Training Program
November 1988

I. What are the goals and objectives of your program or discipline? There are three major goals of the Interpreter Training Program:

1. Training interpreters
2. ASL training for people who want to learn
3. Awareness of deafness and sign language on campus and among general public

A. To what extent are the goals and objectives clear, consistent, appropriate and measurable?

All goals are clear, limited and consistent with each other. The first two goals are easily measurable by seat counts; the third goal difficult to measure except by inquiry.

B. To what extent are the goals and objectives congruent with the mission and purposes of the institution?

ITP classes are congruent with mission and purposes of institution because they offer learning opportunities for adults of all ages, serve the needs of students with varying occupational goals, and act as support services to many students with a need to know sign language.

C. To what extent are the goals and objectives cast in some appropriate framework such as desired changes or end results students are expected to accomplish?

The two objectives related to sign language and interpreter training are set within individual course objectives. We measure the success of those goals by counting the numbers of students who complete the classes successfully. The goal of community awareness is broadly stated. We measure the program's success in community awareness, in part, by the numbers of program inquiries received during a school year and also by attendance at college-sponsored activities related to deafness. I believe that awareness of our program is correlated to a positive awareness of the deaf community in general because positive attitudes about the deaf community result in an interest in learning to communicate with them.

D. How satisfactorily do the objectives of the programs or disciplines provide direction to the efforts of faculty and staff?

Since the courses are so directly related to the stated objectives, I believe that faculty are provided with very clear direction.

1. For appropriate instructional methods?

   We emphasize to instructors that they should teach American Sign Language, the language of the Deaf Community in America. They are also directed to emphasize the positive aspects of deaf culture and acquaint students with cross-cultural considerations necessary to successful interaction in the Deaf Community.

2. For budgetary decisions?

   Since budgetary decisions are made by the administrators of our School, for the most part, the program objectives are not relevant to this discussion. If they were relevant, it would be clear that the most effective use of funds would result when students are able to interact directly with deaf persons as language models or

be provided with the appropriate technological equipment to enable them to learn a visual (rather than auditory) language.

3. For student grading systems?

Since most of the program instructors are deaf, they are the best evaluators of a student's proficiency in the language at the completion of a certain course. Returning students also provide input as to their competence in the language as a result of their education at Mott. (Lack of language skill at an expected level would indicate that the grading system was not valid.)

4. Other?

Since native language users are the most effective models for foreign-language learning, the Interpreter Training Program relies almost entirely on deaf instructors to teach the American Sign Language classes. This philosophy also ties in with the increasing the positive image of deaf persons in the community since the students are taught by members of the group whose image we wish to improve.

E. What kind of educational environment do the programs or disciplines foster and how does it fit with the heritage and values espoused by the institution?

The educational program fosters an empathetic, yet professional attitude toward the Deaf Community. Students are strongly encouraged to become involved with deaf persons throughout their coursework. These personal experiences, coupled with the positive image generated by the deaf instructors, provides a positive learning environment conducive to second language and culture acquisition.

The institution has a heritage of providing quality instruction, in many fields, to the general public. It is this attitude which makes us different from a university. The ITP courses draw students from ages 16-86, from all socio-economic levels, and from all walks of life. If these are, indeed, the values espoused by our institution, then the courses in the Interpreter Training Program are strongly aligned with this heritage.

II. How satisfactory is the organization structure of the programs/disciplines and activities in your School?

Until the recent reorganization, the structure of our division was, in most ways, very conducive to the success of the Interpreter Training Program. From my point of view, silent but firm leadership was a major factor in the program's continual growth. Personally, I was provided with as much assistance as I needed, but was never pushed into administrative functions which took away from my Program's major objective.

A. What are the major components, the range and scope of your program or discipline?

There are two major components of training within our program. The first is American Sign Language (ASL) Training and the second is interpreter training. The range of training is from students who have absolutely no knowledge of ASL to those who have deaf parents and take classes to "polish" their already-existing skills. If I correctly understand the meaning of your "scope" questions, the training we provide is directed toward members of the following groups, as well as others:

- high school and college students who have an interest in learning to sign or who have a deaf friend
- parents, siblings, and other family members of deaf persons

- students whose major field of study or chosen profession would bring them into contact with deaf persons on a regular basis
- persons who are, themselves, losing their hearing
- deaf and hearing-impaired persons who have been raised in a non-signing environment and who need sign language skills to use an interpreter effectively in the classroom.

These students come from, literally, the entire lower peninsula. Approximately 20% of the students in any given semester come from outside Genesee County. Many of the commuting students are currently employed in an occupation which requires them to use sign language, and they attend classes at Mott in order to upgrade their skills.

B. How is the design of the educational programs/disciplines and activities appropriate to the mission and purposes of the institution?

The ITP was designed especially for students who commute from far distances. All coursework is available on Tuesdays and Thursdays only, in either a day or evening course format. This schedule supports the college's mission of providing a wide variety of learning opportunities for adults, regardless of age or background in Genesee County and the surrounding areas.

C. What is the purpose of the general education courses in your program or discipline?

There are only minimal general education courses in the ITP curriculum. The reason is that the training classes, themselves, are so substantial that they leave no room in the degree for additional coursework. If one were to consider the prospect of training a Spanish or French interpreter to function in the community in only two years, the enormity of our task becomes immediately evident. A two-year college is NOT the most correct place to house an Interpreter Training Program, but it has become the national norm due to the relatively low salaries traditionally paid to sign language interpreters.

Ideally, a sign language interpreter should be trained at a minimum of a Bachelor degree level. The specific training involved should include a wide variety of general education coursework. As a minimal type of compromise, I make a substantial effort to introduce the student interpreters to many fields of knowledge as a part of their coursework. It is a poor substitute, but the only one available when we are constrained by the two-year limit.

D. To what extent are the programs/disciplines and services effectively organized, adequate and based upon an explicit rationale?

The program is effectively organized in its current configuration, however it is not adequate to meet the needs of the students and the community. From the student point of view, the coursework is inadequate to meet the level of skill necessary to function properly in the community immediately upon graduation. Also, the teaching staff and materials available are not adequate to provide the proper out-of- class "homework." From the community point of view, the numbers of sections offered are inadequate to meet the potential need. (At this time, recruiting efforts are kept to a bare minimum because there are no more trained teachers in the area, no training program for them, and the college is limiting the number of sections that may be offered.)

Based upon the proposed guidelines of the Department of Education for the "approved" Interpreter Training Program, we will be making substantial curricular adjustments in the near future. Hopefully, some of these change will make a small dent in the above-mentioned problems.

1. To what extent does the institution provide for appropriate continuity, sequence and integration of courses and curricula in its degree programs?

In the past, there has been excellent continuity in the sequencing of courses. Under the new administrative policies, the enrollment requirements are much more

rigid and have caused difficulties to several students. (The policy, in itself, has merit, but it was implemented without prior notice so alternative arrangements could be made in the course schedule.)

E. How satisfactory are the allocation and distribution of resources to support your programs or disciplines?

The allocation of resources to the program is appalling. The very nature of sign language and interpreter training makes it imperative that audio-visual technology be made available upon demand. The current budget for this area is virtually nil.

1. The Interpreter Training Program needs a "foreign language" laboratory similar to those used by the spoken foreign language students, but geared toward the needs of visual foreign language students. In addition to the typical audio cassette recorders, this lab would also contain video cassette cameras, recorders, and monitors so that equivalent self-monitoring could be done.

2. Since we have no such lab, we have attempted to utilize the equipment available in the Instructional Media Services department as well as the Viewing Listening Center. The equipment from IMS (1) is inadequate to meet our needs alone without considering the need of the other faculty on campus, (2) yet must be shared with them, resulting in many cancelled or denied orders, and (3) is in such a state of disrepair (due to lack of repair/replacement monies) that is provides an extremely poor quality product -- IF it even works!

In an attempt to provide some out-of-class study aids to the students, faculty members have undertaken (without pay) to produce several series of videotapes at various levels of difficulty. Several copies have been placed in the VLC for students to watch there or check out and view at home. At the current time, the ITP usage constitutes a major portion of the VLC services. (Statistics are available through IMS.) Even with these tapes, however, students have indicated that many more such materials are necessary.

3. Equipment and videotapes that have been purchased by the ITP have been obtained through student fund-raising efforts. Money has not been made available in the budget to provide for such materials. It does not appear that the there has been any misallocation within the Language Area itself, merely that the purchase of such materials is very far down on the priority schedule. This could be stated to be the MOST unsatisfactory situation currently faced by the ITP.

F. How does your program or discipline use data and information about students who enroll in and complete its programs for appropriate studies; for example, retention and attrition studies, follow-up studies for graduates, etc.?

Statistics are kept on a per-semester basis on the numbers of sections offered, the times they are offered, and the numbers of students who enroll in them. They are used to predict future enrollment needs and possible problems.

Student statistics are gathered with regard to the numbers of advisees, total number of students taking classes, number of seats taken, percentage of students in various types of courses, percentage of students by geographical location, and percentage of students by current and intended vocation. They are used to substantiate the coverage of the ITP.

Follow-up information is gathered about graduates to assist in placement, counseling, and program revisions.

G. Has the institution developed means to evaluate the quality of instruction and to recognize and reward superior teaching performance?

The institution has initiated policies and procedures covering both of these areas. The ITP is in the process of complying with these requirements.

III. Are the activities and services of your program or discipline accomplishing their goals and objectives?

The Interpreter Training Program has gained a reputation within this region as being an outstanding training program. The students are put through rigorous and broad-based exercises designed to produce the ability to interpret between English and American Sign Language, as well as between spoken English and any of the signed English codes.

The program's major deficit in this area is that the notion of attempting to teach a person another language AND teach him to interpret between his native language and the foreign language, all within two years, is totally absurd. This unrealistic goal is perpetuated, however, because the pay rate for interpreters (especially those in the public schools) is so low that more advanced training becomes economically unfeasible. This dilemma is being slowly resolved as deaf people come out of the closet and demand equality of access.

A. Outcomes with respect to students -- how does your program or discipline define mastery?

On a per course basis, mastery is defined as the ability to successfully complete the requirements of the course. Since the sign language and interpreting courses build upon one another, students who receive a "C" or below in a course are encouraged to repeat the course until they obtain a higher grade.

Regarding mastery of the program, students are allowed to graduate if they have "passed" the coursework involved. However, students whose GPA is less than approximately 3.0 are advised that they will have substantial difficulty passing the lowest state-level qualification to become a "professional" interpreter. As with other professions in which there is some type of entrance testing, the Interpreter Training Program faces the dilemma of whether or not to graduate a student whose skills are clearly below par. This consideration becomes even more relevant since interpreters in this relatively new field may be hired based solely upon their college transcript rather than upon successful completion of any type of "certification" testing.

1. What is your program or discipline's evaluation system to document the quality of student achievement; how is it designed and how well does it function? (e.g., grading system, competency exams, test scores, transcripts, placement records, graduate follow-up studies, portfolios, etc.)

   Students are graded on the typical A,B,C,D system. There has been some problem in the past with the grade curve being skewed toward the higher marks, but that problem is being resolved through discussions and comparisons between faculty. A new system has been recently instituted within the interpreting courses that provides an objective, rather than subjective, measure of interpreting skills. Follow-up studies indicate that students with a GPA of at least 3.7 have a very good chance of becoming eligible to enter the public school system as interpreters immediately upon graduation (i.e., they obtain the requisite level of "qualification"). Students with slightly lower GPAs can also become similarly qualified if they prepare intensively for the test.

2. Does your instructional program or discipline enable students to become acquainted with and to gain proficiency in their selected disciplines, competencies, career areas or other chosen field:

   Yes, a substantial effort is made to make students aware of the career choices within the deafness field and to counsel them into the best area for each. Students

who continue through the Interpreter Training Program are required to complete a 90-hour practicum of interpreting in the community.

a. What criteria does your program or discipline use to determine whether students may be admitted to any of the institution's educational programs?

Unfortunately, there are no criteria for admission to the Interpreter Training Program. In most cases, students determine for themselves whether they are able to complete the rigorous training necessary to become an interpreter and branch off into another area if they do not possess those skills.

Under the new curriculum proposed by the Department of Education, students would have to obtain intermediate level sign language skills before admission to the ITP proper. These skills could be developed by taking classes at Mott or somewhere outside the college.

b. How does the program or discipline determine if the criteria are appropriate to the clientele served or vice versa?

Feedback from the deaf teachers and the deaf persons who use the student interpreters provides a good monitoring tool.

This feedback has made it evident that prior sign language skills are necessary to allow an adequate amount of skill development once admitted to the program. Mott's past policy has been one of "open door" admission, but this is unrealistic given the specialized nature of the training offered in the ITP. (This "open door" policy has been a deterrent in making this change in years past.)

c. How does the program or discipline assure adherence to policies and procedures?

The program is still small enough that the coordinator can maintain individual contact with both teachers and students. Problems are noted and dealt with on an individual basis.

d. How does the program or discipline validate the outcomes to be achieved by its general education courses?

The general education requirements in the ITP are very minimal. Although this is necessary due to the unique nature and substantial amount of training given, it is also a major disadvantage since interpreters must be knowledgeable in many areas in order to interpret effectively.

3. To what extent is your program or discipline meeting its goals and objectives?

According to the community view, the ITP is being very successful in meeting its goals and objectives.

a. Do effective controls exist for your program or discipline to determine the introduction or deletion of new courses and programs and for a systematic review of courses and programs?

Since there is only one full-time person in the program, it is quite simple to monitor the status of individual program courses. Based upon part-time faculty input, the coordinator then makes such changes as appear to be necessary. The upcoming curriculum change will be the second major revision of the program in ten years, and is based upon recent advances in the theories of sign language and interpreter training as

well as on the recommendations of the Department of Education (in which the program coordinator played a substantial advisory role).

b. What are the goals and objectives for remedial courses?
There are no remedial courses in the ITP.

(1) To what extent are these courses effectively coordinated?
N/A

(2) How are placement and achievement determined?
When necessary, advanced placement is determined by the coordinator through formal and informal testing.

c. To what extent is consistency of course content maintained within sections of courses and between campus and extension courses?
Instructors, both on and off-campus, are given an orientation at the beginning of each semester. Agreements are made as to specific teaching materials, and a course supplement guarantees continuity between teachers. Since most instructors teach each semester, there is substantial consistency between them.

(1) How is consistency determined among courses (i.e., telecourses, extension, campus)?
See above.

d. To what extent are students, using non-traditional approaches (extension, telecourse, etc.), provided the same services?
Students in extension courses are taught using the same materials. They have equal access to the tutoring services and VLC materials as the on-campus students have. These services are all optional.

IV. What personality, attitudinal, value and other developmental characteristics are intended as student outcomes?
One major intention of the interpreter training is that students develop a professional, yet empathetic, attitude toward deaf persons. Instructors are firm in their discouragement of attitudes bordering on either sympathy or paternalism.
Another value instilled in students is the need for time and quality control. Students learn to use a pocket calendar efficiently, schedule appointments and be on time for them (or call to cancel), and approach a busy person with a written list of questions in order to use time efficiently.

V. How competently do the faculty and instructional staff perform the educational and instructional tasks which the institution has set for itself?
Although the program and instructional levels have attained an excellent reputation in the community, there is room for improvement. Most faculty use sign language as their primary mode of communication (because they are deaf themselves). However, none of them have educational training in pedagogy,

linguistics, and foreign language teaching techniques, although several have pedagogical training. Some problems have arisen as a result of this incongruity, and no satisfactory resolution has been found to date. Supplemental training is helpful, as is teaching experience, but this does not completely bridge the education gap. Since the chances of obtaining a fully- trained full time faculty member are close to nil, this problem remains unsolved.

A. What are the criteria and methodology for the evaluation of faculty and instructional staff effectiveness including part-time and/or adjunct faculty with respect to teaching?
See Master Contract.

B. To what extent is the esprit de corps of the faculty and instructional staff at a sufficiently high level to carry out their tasks effectively?

Esprit de corps fluctuates with the perceived degree of administrative support. Several part-time faculty members have been with Mott for over 10 years. They have spent many un-paid hours preparing course materials and videotapes. They feel that the college has not appreciated their loyalty and they are bordering on burn-out.

Lack of technical and secretarial support has plagued every teacher in the program, as well as the coordinator. The coordinator currently functions as secretary, technical assistant, and curriculum specialist, in addition to her teaching and coordinating duties. The previously-mentioned equipment problems cause extreme frustration to every teacher and force the significant modification of classroom teaching styles and techniques. These problems are causing a steadily decreasing esprit de corps.

C. How does the program or discipline review faculty productivity?

Faculty members discuss their teaching ideas with each other and share improvements. They encourage each other to assist with the preparation of additional materials. There is no formal review process beyond this. Informally, constant review occurs.

VI. Can the program or discipline continue to accomplish its goals and objectives?

Yes, but the program cannot continue to expand given the current administrative, faculty, support, and equipment restraints.

A. Has the program or discipline examined and discussed appropriately the constraints placed upon programs in relation to:

1. Adequacy of resources -- faculty, financial and facilities?

In order to maintain our current standards or expand our future offerings, it is imperative that improvements be made in each of the indicated areas. The resources offered by the college are totally inadequate to meet the demand.

2. Adequacy of numbers of students to be served?

As previously mentioned, there is almost no recruiting being done right now. The limitations on numbers of sections prohibits serving the current student demand. The potential for additional students is tremendous if the facilities are available to serve them.

3. Location, time, etc.?

Classes are currently being offered in the day, evening, and weekend. Although classes

have been offered off-campus at AC, that process is being terminated due to logistical problems. If the proper support were given to the program, there would be the possibility of substantial offerings at other locations around the state.

4. The centrality of the programs or disciplines to the mission and purposes of the institution?

   Since Flint has the second largest population of deaf persons in the state, it is a prime location for an Interpreter Training Program. The training falls directly within the mission statement of the college.

5. To what extent are modifications desirable or necessary in educational programs/disciplines and activities?

   The modifications mentioned throughout this questionnaire are both desirable and necessary to the continued -- and increased -- success of the program.

   a. What strengths of the present programs/disciplines and activities should be maintained?

      Generally, the program should be maintained in its present condition, but with appropriate curriculum revisions previously mentioned and the addition of substantially more supplemental materials.

   b. What aspects of the present programs/disciplines and activities should be modified?

      Those mentioned previously: teacher training, foreign language lab, appropriate audio-visual equipment, support services, etc.

6. What plans need to be developed to effect the desired modifications for improvement/change?

   Plans are currently being made to apply for monies through several locations to assist in alleviating the equipment problems of the program. The new curriculum needs to be implemented as soon as reasonably possible.

   a. How will these plans as they are affected by other priorities, budget, and other matters be enfolded in the program or discipline's on-going plans for development?

      Based upon past experience, none of the mentioned plans will be implemented unless monies are obtained from outside the college. The budget for the ITP is very sparse.

   b. Who or what office will be responsible for their development?

      The Coordinator of the Interpreter Training Program, as the only full-time faculty member, is primarily responsible for all modifications and improvements. Of course, the part-time faculty members also have a voice in such decisions.

Submitted by LindaLee Massoud, Coordinator

Instructional support
Academic support Services
NCA Self Study Questions

Interpreter Training Program

What are the goals and objectives which guide field work experiences courses?
1. The goal of the field work experience is to provide students with practical experience in interpreting for deaf people.

What is the organization administration and operations, and what systems are in effect to control for results?
2. The Coordinator is the instructor for these classes, and members of the Deaf Community fill out evaluations forms regarding the quality of interpreting provided by the practicum students.

How is the structure defined and stated?
2a. The structure is defined by a Practicum Packet which contains all the forms and materials students need for the course.

How are administrative policies and procedures developed, codified and publicized?
2b. The Coordinator develops policies and procedures based upon prior experience and feedback from faculty, consumers, and students.

What role do faculty and students play in the development of policies and procedures? 2b1. See above (2b)

How adequately and effectively are field work experience courses staffed?
2c. In my opinion, the staffing of the fieldwork is inadequate to provide the quality control which would be desirable.

Are the field work experience courses accomplishing their goals and objectives?
3. For the most part, the field work meets the minimal goal of providing students with externship opportunities.

Are the field work experience course resources, and the access thereof, adequate in both depth and breadth for the mission and purposes of the institution?
3a. There is a problem with access to opportunities due to difficulties in establishing working relationships with some organizations. We are attempting to rectify this problem.

How many students does your service or program serve per semester, academic year or calendar year?
3b. Within the framework of the Practicum courses, of which there are three, approximately 40 seats or 25 different students are served per year.

Can the field work experience courses continue to accomplish their goals and objectives?
4. Yes

How do they evaluate their own role in the institution?
4a. The Coordinator evaluates the role and effectiveness of the courses in light of feedback from faculty,

consumers, and students.

How have opportunities for professional staff development been taken advantage of and with what results?
4b. There have not been any opportunities for professional staff development.

Are any changes foreseen in the definition of the role and in the operations of field work experiences?
4c. We expect to develop a closer working relationship with external agencies and formalize agreements for the use of the student practicum interpreters within those agencies.

To what degree are field work experience courses, resources and services adequate to accomplish their goals and objectives?
B1. Although the field work courses meet the minimal objectives, there is much room for improvement of these courses.

To what degree are field work experience courses, resources and services effectively organized to accomplish their goals and objectives?
B2. The organization of the field work courses is more than adequate to accomplish the goals. One of them was revised last summer to provide a more comprehensive training package.

How well is the institution accomplishing its goals and objectives concerning the field work experience courses?
B3. The institution as a whole has not been involved in the field work courses. We have an agreement with Handicapped Services in regard to some minor training aspects, but there is also substantial prospect for improvement in this area.

To what extent are modifications desirable or necessary to accomplish their goals and objectives?
C1. Modifications are desirable, particularly in the third Practicum course, to provide students with a supervised interpreting experience. At present time, the only "supervision" involved is a screening of the situations prior to assignment.

What strengths of the present resources should be maintained?
C1a. The general structure of the courses is very satisfactory. The first two courses are adequate and do not need to be altered at the present time.

What aspects of the present resources should be modified?
C1b. Formal agreements should be worked out between the Interpreter Training Program and external agencies serving the deaf which would provide students with opportunities to work with professional interpreters.

What plans need to be developed to effect the desired modifications for improvement/change?
2. The plans to effect these desired modifications are currently under way. Contacts are being made with the appropriate agency heads.

How will these plans as they are affected by other priorities, budget, and other matters be enfolded in the institution's on-going plans for institutional development?
2a. This plan will encourage a stronger relationship between the Interpreter Training Program and external agencies serving the deaf. This, in turn, will further promote the good name of the program in the

community.

Who or what office will be responsible for their development?
2b. The Coordinator of the program will be responsible for the developments and improvements.

School of Arts and Humanities
Interpreter Training Program

November 20, 1989

To Whom It May Concern:

In 1987, Michigan passed a law which allows public schools to grant foreign language credit for courses in American Sign Language. This law, one of the first in the country, opens the door to a wonderful opportunity for hearing, public school students to learn sign language. Teachers are also very enthusiastic about the educational opportunities this would afford them.

Simultaneously, more and more hearing-impaired children are being mainstreamed in to regular classrooms. Both teachers and students wish they were able to communicate with hearing-impaired students, at least part of the time, without using an interpreter. This as an additional reason sign language instruction should be offered in the public school.

Not only are educators coming in contact with deaf people more regularly, so are the professionals in many other fields, particularly the human service fields. Although they may have briefly studied deafness as a pathological, medical condition, they have had no experience in serving or working with deaf people. The growing influx of deaf persons into the visible community has heightened their awareness of the importance of knowing the language and culture of the Deaf. There are quite a number of current professionals in Michigan who have expressed an interest in becoming skilled in American Sign Language. As one of the largest American Sign Language instruction programs in Michigan, many of these interested persons have approached Mott Community College to gain such education. Their major complaint is that Mott can only offer undergraduate level credit for these courses. Universities in Michigan, with the exception of Western Michigan University, have not taken any action yet to grant graduate level credit for courses in American Sign Language. (Actually, few offer undergraduate courses, either, but that is a different dilemma!)

Courses in American Sign Language need to be offered for graduate credit so that teachers and other professionals, who are frequently required to take continuing education coursework, may satisfy these requirements with ASL courses. Independent research has proven that American Sign Language, as distinguished from the various English code systems, is a distinct language. Graduate level courses in ASL would be as academically rigorous as courses in any other language. Students in these classes would be exposed to the language of American Sign Language, including grammar, syntax, and "pronunciation" (cheremes are the linguistic equivalents of spoken phonemes), the culture of the Deaf Community (as a distinct culture within the United States), and the oral literature and

traditions of the Deaf Community. Contrasts would also be clarified between the Deaf Community as a cultural group and deaf people as a pathological group.

Although the market for ASL courses is more restricted than that of MBA programs, there remains a valid need -- and a market -- for graduate-level courses in American Sign Language. As a known leader in national education, Michigan universities owe it to themselves to maintain these high traditions and step out on this new course of study. If you would be interested in more information about courses in American Sign Language, you are most welcome to contact the Interpreter Training Program at Mott and arrange a tour or discussion. The number is (313) 762-0272. We would be happy to speak with you.

Sincerely,

LindaLee Massoud, Coordinator
Interpreter Training Program

The Michigan Department of Education has specified that teacher qualifications include 1) a valid Michigan teaching certificate for the age range to be taught, and 2) a decision by the individual school district that the applicant is "qualified" to teach American Sign Language. There is currently no plan to develop any special certification for ASL teachers.

Memorandum

From: LindaLee Massoud, Interpreter Training Program
To: Dr. Pine, Dean
Date: February 20, 1992
RE: Meeting with Michigan Hearing Impaired Supervisors on Feb. 18th

Purpose of meeting. The supervisors of Hearing Impaired programs asked to meet with the coordinators of the three Interpreter Training Programs in Michigan. Although they had several concerns to discuss with us, one of their primary objectives was to try to set up some agreement to provide them with the numbers of interpreters they need in their local programs.

Need for interpreters. There is a severe shortage of sign language interpreters in the public schools, primarily in the out-lying areas of the state. Interpreters are not being trained rapidly enough to satisfy the demand, and those being trained are frequently not willing/able to relocate to the areas where the shortages are. As a result, some schools are hiring "interpreters" whose skills are less than or equivalent to one semester of language training. [This would be like hiring an English-speaking person, who had taken one semester of Spanish language class, to be an interpreter in a classroom!] Obviously, deaf students in public schools are receiving severely deficient interpreting services and their academic progress is suffering.

Limitations of Current Services. All three of the current programs are operating at their maximum capacity given the limited numbers of instructors. *Our* program currently operates with a staff of approximately 9-11 part-timers per semester. We have exhausted the supply of possible instructors; although I am attempting to locate and train additional instructors, I am not being very successful in finding qualified, degreed people who could be available to work on a part-time basis. The other programs are facing similar constraints. As we see it, the only way to increase the amount of training we can offer is to hire instructors on a **full-time** basis.

Possible Solutions to the Training Needs. The three programs, along with Michigan School for the Deaf, have been providing a small, "roving" workshop program for the past three years. Although now in its fourth year, the weekend training is not adequate to meet the need. We *must* have intensive, on-going training available to train new interpreters and upgrade the skills of current interpreters. We are discussing the possibility of establishing an intensive training program to be offered on the campus of Michigan School for the Deaf during the summer. That site is best because it offers residential facilities in addition to the variety of equipment that would be needed. Obviously, this could be an excellent opportunity for Mott to further enhance its reputation for interpreter training.

In addition, I became aware of the intentions of a near-by school district to strongly encourage its parents to come to Mott for sign language training. This would present an additional, large influx of students [*who pay out-of-district tuition*] for the fall semester.

Conclusion. Our need for full-time instructors has been known for several years. These new circumstances, however, intensify that need. We have the potential to bring significant out-of-district (and even out-of-state) tuition dollars into the college's coffers -- but only if we have the full-time instructors to provide the training. Anything you can do to assist us in acquiring full-time staff would be greatly appreciated!

By the way, FYI: all three programs are approximately the same size. We offer classes to about 200-250 students per semester and train 15-25 interpreting students per semester. *They* are both full-time administrators and have at least one dedicated secretary. *I* have one-third release load and share the same secretary with every other part- and full-time instructor in the School. Disparity?????

Memorandum

To: Dr. Donnelly
From: LindaLee Massoud
Date: February 3, 1994
RE: Need for Full-Time Replacement for ITP

Background. From 1972 through 1978, Mott offered sign language classes for students in the community. Under a federal grant, the formal Interpreter Training Program was established in 1978 and funded for two years. The college hard-funded the program beginning in 1980, and I was hired as the coordinator.

In the intervening fourteen years, the program has grown **400%**! A major factor in this grown has been my *commitment* to the program. As a full-time instructor/coordinator, I have assumed the responsibility to ensuring that all of the program's "needs" were taken care of. Even through the past three years, when my half-release for coordinator duties was decreased to one-third release, I have made up the "slack" by increasing the time spent working at home. This program has been, and continues to be, by "baby."

As I transfer to the Business Division, I am very concerned that the Interpreter Training Program not be damaged by my move. I believe it is imperative that another full-time person be hired in my place. Given the current budgetary constraints, I understand the need for fiscal responsibility. Therefore, the purpose of this memo is to outline reasons why my position should be filled by another full-time person rather than a part-timer with release hours.

Why the *College* Needs a Full-time ITP Coordinator

The college needs a full-time person to:

- contribute time and services to the college's infrastructure;
- promote the college's reputation for excellence in education;
- maintain a channel through which the college itself can satisfy its own need for sign language interpreters;
- ensure the viability of its program;
- encourage satisfied, competent, graduated students who will promote the college to other students.

Why the *Community* Needs a Full-time ITP Coordinator

The community needs a full-time person to:

- know that the college itself is *committed* to the cause of training sign language interpreters (particularly since we have two part-time Deaf instructors who have been teaching here over twenty years and have not been hired full time!);
- contribute time and services to the community in the name of the college;
- ensure that students are receiving consistent, quality education before graduation and follow-up services after graduation;
- devote efforts toward placing students for public service in the community during their Practicum experience.

Why the *Students and Instructors* Need a Full-time ITP Coordinator

The students and faculty need a full-time person to:

- provide stability and consistency to the program by remaining in the position for an extended period of time;
- establish policies and procedures to help the program continue to grow;
- "know all the answers" and be the outlet of information for students, faculty, and the community;
- promote the cause of the ITP within the context of other meetings and committees at the college.
- demonstrate loyalty to both instructors and students, and not seek merely to do an adequate job in the time allotted (before moving on to the next job).

The reasons a full-time instructor/coordinator is imperative can be summed up by these words: *loyalty, duty, and responsibility.*

Although a part-time coordinator would undoubtedly have good *intentions* for the program, the need to obtain other supplemental employment in order to sustain a minimal lifestyle would preclude the person from devoting the time and energy to the program that would be necessary to maintain its success. *That* is why the program needs a full-time person as coordinator.

Respectfully submitted,

LindaLee Massoud

cc: Dr. Pine

Memorandum

To: Mary
From: LL
Date: February 27, 1994
RE: Justification of Coordinator Responsibilities

After much thought, I decided the easiest way to present the information you requested was to provide a breakdown of my activities during one semester. I calculated these hours by two separate methods, so I believe they are quite accurate.

I am currently allowed six (6) credit hours of release time. As you will recall, I hired in at nine (9) release hours: six (6) for administration and three (3) for advising. When I transferred one-third of my load to the Business Division, the college unilaterally "renegotiated" my contract to include this reduction. You will note from the activity list below, however, that I still advise a majority of the ITP students each semester. They end up seeing me because (1) the advisors send them back to see me with questions they cannot answer, or (2) the advisors register them for the wrong classes (regardless of the instruction sheets I send to the Advisement Center), or (3) they need advanced placement or schedule/work conflict resolution.

The total of 380 hours per week represents 25 hours per week, which is approximately equivalent to the amount of time I spend per week: 20 hours at the college and another 5 at home. NOTE: this does not include *any* of my teaching responsibilities for either the ITP or the Business Division. As you know, I do not waste one minute of my time at the college, and I work very rapidly. I firmly believe that this same level of activity would take at least twice as long for another person to accomplish to the same degree of efficiency.

Activity	Approx Hrs/Semester
Phone calls/returned calls	100
Memos/reports/statistics	45
Student Advising	35
Meetings/publicity/outreach	30
Teacher questions/problems/mentoring	30
Student questions/problems/conflict resolution/voc counseling	30
Activities/fund-raising	20
Book orders/duplication of standardized materials/Bookstore problems	20
Mail/correspondence	20
Miscellaneous other activities	20
Schedule others' requests for interpreters and sign language instructors	10
Evaluate part-time instructors	10
Schedule classes/instructors	10

Total: 380 hrs/semester
25 hours per week

This time does not include 12 hours per week of a Work-Study student, which is actually the amount of release time *I* am given to run the program!!!

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

PROGRAM: INTERPRETER TRAINING

PARTICIPATION IN DEVELOPMENT OF COLLEGE

Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	7.1	1	7.1
ACCEPTABLE	1	7.1	2	14.3
GOOD	5	35.7	7	50.0
EXCELLENT	4	28.6	11	78.6
DON'T KNOW	3	21.4	14	100.0

Frequency Missing = 1

PROGRAM GOALS

Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	3	20.0	3	20.0
GOOD	3	20.0	6	40.0
EXCELLENT	4	26.7	10	66.7
DON'T KNOW	5	33.3	15	100.0

COURSE OBJECTIVES

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	6.7	1	6.7
ACCEPTABLE	1	6.7	2	13.3
GOOD	3	20.0	5	33.3
EXCELLENT	7	46.7	12	80.0
DON'T KNOW	3	20.0	15	100.0

COMPETENCY BASED PERFORMANCE OBJ

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	3	20.0	3	20.0
GOOD	3	20.0	6	40.0
EXCELLENT	5	33.3	11	73.3
DON'T KNOW	4	26.7	15	100.0

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

USE OF COMPETENCY BASED PERFORMANCE OBJ.

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	2	13.3	2	13.3
GOOD	5	33.3	7	46.7
EXCELLENT	4	26.7	11	73.3
DON'T KNOW	4	26.7	15	100.0

USE OF LABOR MARKET NEEDS INFO

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	6.7	1	6.7
ACCEPTABLE	1	6.7	2	13.3
GOOD	6	40.0	8	53.3
EXCELLENT	1	6.7	9	60.0
DON'T KNOW	6	40.0	15	100.0

USE OF INFO ON JOB PERFORMANCE REQUIREME

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	3	20.0	3	20.0
GOOD	6	40.0	9	60.0
EXCELLENT	2	13.3	11	73.3
DON'T KNOW	4	26.7	15	100.0

USE OF PROFES/INDUSTRY STANDARDS

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	6.7	1	6.7
ACCEPTABLE	1	6.7	2	13.3
GOOD	4	26.7	6	40.0
EXCELLENT	5	33.3	11	73.3
DON'T KNOW	4	26.7	15	100.0

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

USE OF STUDENT FOLLOW-UP INFORMATION

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	2	13.3	2	13.3
GOOD	4	26.7	6	40.0
EXCELLENT	3	20.0	9	60.0
DON'T KNOW	6	40.0	15	100.0

ADAPTATION OF INSTRUCTION

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	2	13.3	2	13.3
GOOD	5	33.3	7	46.7
EXCELLENT	7	46.7	14	93.3
DON'T KNOW	1	6.7	15	100.0

RELEVANCE OF SUPPORTIVE COURSES

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	3	20.0	3	20.0
GOOD	3	20.0	6	40.0
EXCELLENT	4	26.7	10	66.7
DON'T KNOW	5	33.3	15	100.0

COORDINATION WITH OTHER ED. PROGRAMS

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	1	6.7	1	6.7
GOOD	6	40.0	7	46.7
EXCELLENT	3	20.0	10	66.7
DON'T KNOW	5	33.3	15	100.0

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

PROVISION FOR WORK/COOP/CLIN. EXPERIENCE

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	5	33.3	5	33.3
GOOD	2	13.3	7	46.7
EXCELLENT	5	33.3	12	80.0
DON'T KNOW	3	20.0	15	100.0

PROGRAM AVAILABILITY AND ACCESSIBILITY

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	6.7	1	6.7
ACCEPTABLE	1	6.7	2	13.3
GOOD	8	53.3	10	66.7
EXCELLENT	3	20.0	13	86.7
DON'T KNOW	2	13.3	15	100.0

PROVISION FOR THE DISADVANTAGED

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	6.7	1	6.7
ACCEPTABLE	1	6.7	2	13.3
GOOD	6	40.0	8	53.3
EXCELLENT	7	46.7	15	100.0

PROVISION FOR THE HANDICAPPED

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	6.7	1	6.7
ACCEPTABLE	2	13.3	3	20.0
GOOD	5	33.3	8	53.3
EXCELLENT	5	33.3	13	86.7
DON'T KNOW	2	13.3	15	100.0

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

EFFORTS TO ACHIEVE SEX EQUITY

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	2	14.3	2	14.3
GOOD	4	28.6	6	42.9
EXCELLENT	4	28.6	10	71.4
DON'T KNOW	4	28.6	14	100.0

Frequency Missing = 1

PROVISION FOR PROGRAM ADVISEMENT

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	3	20.0	3	20.0
GOOD	5	33.3	8	53.3
EXCELLENT	3	20.0	11	73.3
DON'T KNOW	4	26.7	15	100.0

PROVISION FOR CAREER PLANNING & GUIDANCE

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	4	26.7	4	26.7
GOOD	3	20.0	7	46.7
EXCELLENT	2	13.3	9	60.0
DON'T KNOW	6	40.0	15	100.0

ADEQUACY OF CAREER PLANNING & GUIDANCE

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
GOOD	7	46.7	7	46.7
EXCELLENT	2	13.3	9	60.0
DON'T KNOW	6	40.0	15	100.0

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

PROVISION FOR EMPLOYABILITY INFORMATION

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	6.7	1	6.7
ACCEPTABLE	1	6.7	2	13.3
GOOD	6	40.0	8	53.3
EXCELLENT	2	13.3	10	66.7
DON'T KNOW	5	33.3	15	100.0

PLACEMENT EFFECTIVENESS FOR STUDENTS

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	2	13.3	2	13.3
GOOD	4	26.7	6	40.0
EXCELLENT	1	6.7	7	46.7
DON'T KNOW	8	53.3	15	100.0

STUDENT FOLLOW-UP SYSTEM

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	3	21.4	3	21.4
ACCEPTABLE	3	21.4	6	42.9
GOOD	1	7.1	7	50.0
DON'T KNOW	7	50.0	14	100.0

Frequency Missing = 1

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

PROMOTION OF THIS OCC. PROGRAM

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	6.7	1	6.7
BELOW EXPECTATIO	2	13.3	3	20.0
ACCEPTABLE	2	13.3	5	33.3
GOOD	2	13.3	7	46.7
EXCELLENT	3	20.0	10	66.7
DON'T KNOW	5	33.3	15	100.0

PROVISION FOR LEADERSHIP/COORDINATION

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	7.1	1	7.1
ACCEPTABLE	1	7.1	2	14.3
GOOD	2	14.3	4	28.6
EXCELLENT	4	28.6	8	57.1
DON'T KNOW	6	42.9	14	100.0

Frequency Missing = 1

QUALIFICATIONS OF ADMINISTRATORS

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	6.7	1	6.7
BELOW EXPECTATIO	1	6.7	2	13.3
ACCEPTABLE	1	6.7	3	20.0
GOOD	4	26.7	7	46.7
EXCELLENT	6	40.0	13	86.7
DON'T KNOW	2	13.3	15	100.0

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

INSTRUCTIONAL STAFFING

Q27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	13.3	2	13.3
ACCEPTABLE	5	33.3	7	46.7
GOOD	3	20.0	10	66.7
EXCELLENT	3	20.0	13	86.7
DON'T KNOW	2	13.3	15	100.0

QUALIFICATIONS OF INSTRUC. STAFF

Q28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	3	20.0	3	20.0
GOOD	5	33.3	8	53.3
EXCELLENT	6	40.0	14	93.3
DON'T KNOW	1	6.7	15	100.0

PROFESSIONAL DEVELOPMENT OPPORTUNITIES

Q29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	6.7	1	6.7
BELOW EXPECTATIO	1	6.7	2	13.3
ACCEPTABLE	2	13.3	4	26.7
GOOD	6	40.0	10	66.7
EXCELLENT	3	20.0	13	86.7
DON'T KNOW	2	13.3	15	100.0

P R O E
FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

USE OF INSTRUCTIONAL SUPPORT STAFF

Q30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	14.3	2	14.3
BELOW EXPECTATIO	2	14.3	4	28.6
ACCEPTAELE	1	7.1	5	35.7
GOOD	6	42.9	11	78.6
EXCELLENT	1	7.1	12	85.7
DON'T KNOW	2	14.3	14	100.0

Frequency Missing = 1

USE OF CLERICAL STAFF

Q31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	13.3	2	13.3
BELOW EXPECTATIO	1	6.7	3	20.0
ACCEPTABLE	1	6.7	4	26.7
GOOD	3	20.0	7	46.7
EXCELLENT	7	46.7	14	93.3
DON'T KNOW	1	6.7	15	100.0

ADEQUACY/AVAIL. OF INSTRUCTIONAL EQUIPPE

Q32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
BELOW EXPECTATIO	1	6.7	1	6.7
ACCEPTABLE	1	6.7	2	13.3
GOOD	5	33.3	7	46.7
EXCELLENT	5	33.3	12	80.0
DON'T KNOW	3	20.0	15	100.0

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

MAINTENANCE AND SAFETY OF EQUIPMENT

Q33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	3	20.0	3	20.0
GOOD	4	26.7	7	46.7
EXCELLENT	7	46.7	14	93.3
DON'T KNOW	1	6.7	15	100.0

ADEQUACY OF INSTRUC. FACILITIES

Q34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	6.7	1	6.7
BELOW EXPECTATIO	2	13.3	3	20.0
GOOD	7	46.7	10	66.7
EXCELLENT	4	26.7	14	93.3
DON'T KNOW	1	6.7	15	100.0

SCHEDULING OF INSTRUCTIONAL FACILITIES

Q35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
ACCEPTABLE	2	14.3	2	14.3
GOOD	2	14.3	4	28.6
EXCELLENT	8	57.1	12	85.7
DON'T KNOW	2	14.3	14	100.0

Frequency Missing = 1

P R O E

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

ADEQUACY/AVAIL. OF MATERIALS/SUPPLIES

Q36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	6.7	1	6.7
BELOW EXPECTATIO	1	6.7	2	13.3
ACCEPTABLE	2	13.3	4	26.7
GOOD	3	20.0	7	46.7
EXCELLENT	6	40.0	13	86.7
DON'T KNOW	2	13.3	15	100.0

ADEQUACY/AVAIL. LEARNING RESOURCES

Q37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	6.7	1	6.7
BELOW EXPECTATIO	1	6.7	2	13.3
ACCEPTABLE	2	13.3	4	26.7
GOOD	4	26.7	8	53.3
EXCELLENT	4	26.7	12	80.0
DON'T KNOW	3	20.0	15	100.0

USE OF ADVISORY COMMITTEES

Q38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	3	20.0	3	20.0
ACCEPTABLE	2	13.3	5	33.3
GOOD	2	13.3	7	46.7
DON'T KNOW	8	53.3	15	100.0

PROVISIONS IN CURRENT OPERATING BUDGET

Q39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	13.3	2	13.3
ACCEPTABLE	2	13.3	4	26.7
GOOD	1	6.7	5	33.3
DON'T KNOW	10	66.7	15	100.0

P R O S

FACULTY PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

PROVISIONS IN CAPITAL OUTLAY FOR EQUIP.

Q40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	13.3	2	13.3
ACCEPTABLE	3	20.0	5	33.3
GOOD	1	6.7	6	40.0
DON'T KNOW	9	60.0	15	100.0

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

OBJECTIVE FOR ATTENDING THE COLLEGE

REASON	Frequency	Percent	Cumulative Frequency	Cumulative Percent
PERSONAL/SKILLS	3	3.8	3	3.8
TO GET A JOB	39	50.0	42	53.8
IMPROVE SKILLS	4	5.1	46	59.0
TRANSFER	7	9.0	53	67.9
PERSONAL INTER.	13	16.7	66	84.6
JOB/TRANSFER	4	5.1	70	89.7
JOB/PERSONAL INT	6	7.7	76	97.4
JOB/PERSONAL/SKI	2	2.6	78	100.0

Frequency Missing = 7

PROGRAM AVAILABLE/CONVENIENTLY LOCATED

Q1	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	8	9.5	9	10.7
ACCEPTABLE	27	32.1	36	42.9
GOOD	27	32.1	63	75.0
EXCELLENT	20	23.8	83	98.8
DON'T KNOW	1	1.2	84	100.0

Frequency Missing = 1

PROGRAM BASED ON REALISTIC PREREQUISTES

Q2	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	3	3.6	3	3.6
BELOW EXPECTATIO	7	8.3	10	11.9
ACCEPTABLE	15	17.9	25	29.8
GOOD	32	38.1	57	67.9
EXCELLENT	24	28.6	81	96.4
DON'T KNOW	3	3.6	84	100.0

Frequency Missing = 1

P P O E
STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

PROGRAM AVAILABLE AT MODERATE COST

Q3	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	4	4.8	4	4.8
BELOW EXPECTATIO	3	3.6	7	8.3
ACCEPTABLE	30	35.7	37	44.0
GOOD	36	42.9	73	86.9
EXCELLENT	10	11.9	83	98.8
DON'T KNOW	1	1.2	84	100.0

Frequency Missing = 1

OBJECTIVES AVAILABLE TO STUDENTS

Q4	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	7	8.3	8	9.5
ACCEPTABLE	18	21.4	26	31.0
GOOD	23	27.4	49	58.3
EXCELLENT	29	34.5	78	92.9
DON'T KNOW	6	7.1	84	100.0

Frequency Missing = 1

OBJECTIVES DESCRIBE WHAT YOU LEARN

Q5	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	2.4	2	2.4
BELOW EXPECTATIO	6	7.2	8	9.6
ACCEPTABLE	15	18.1	23	27.7
GOOD	34	41.0	57	68.7
EXCELLENT	24	28.9	81	97.6
DON'T KNOW	2	2.4	83	100.0

Frequency Missing = 2

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

OBJECTIVES ARE USED BY INSTRUCTORS

Q6	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	5	6.0	5	6.0
BELOW EXPECTATIO	7	8.3	12	14.3
ACCEPTABLE	17	20.2	29	34.5
GOOD	28	33.3	57	67.9
EXCELLENT	23	27.4	80	95.2
DON'T KNOW	4	4.8	84	100.0

Frequency Missing = 1

TEACHING MEET YOUR OCCUPATIONAL NEEDS

Q7	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	6	7.2	6	7.2
BELOW EXPECTATIO	6	7.2	12	14.5
ACCEPTABLE	6	7.2	18	21.7
GOOD	31	37.3	49	59.0
EXCELLENT	31	37.3	80	96.4
DON'T KNOW	3	3.6	83	100.0

Frequency Missing = 2

TEACHING PROVIDE SUPERVISED PRACTICE

Q8	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	7	8.4	7	8.4
BELOW EXPECTATIO	10	12.0	17	20.5
ACCEPTABLE	5	6.0	22	26.5
GOOD	28	33.7	50	60.2
EXCELLENT	26	31.3	76	91.6
DON'T KNOW	7	8.4	83	100.0

Frequency Missing = 2

P R O E
STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

COURSES PERTINENT TO OCCUP. INSTRUCTION

Q9	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	4	4.9	4	4.9
BELOW EXPECTATIO	7	8.5	11	13.4
ACCEPTABLE	27	32.9	38	46.3
GOOD	23	28.0	61	74.4
EXCELLENT	5	6.1	66	80.5
DON'T KNOW	16	19.5	82	100.0

Frequency Missing = 3

COURSES CURRENT AND MEANINGFUL

Q10	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	5	6.1	5	6.1
BELOW EXPECTATIO	8	9.8	13	15.9
ACCEPTABLE	19	23.2	32	39.0
GOOD	29	35.4	61	74.4
EXCELLENT	8	9.8	69	84.1
DON'T KNOW	13	15.9	82	100.0

Frequency Missing = 3

WORK EXPER. AVAILABLE

Q11	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	10	11.9	10	11.9
BELOW EXPECTATIO	7	8.3	17	20.2
ACCEPTABLE	16	19.0	33	39.3
GOOD	18	21.4	51	60.7
EXCELLENT	4	4.8	55	65.5
DON'T KNOW	29	34.5	84	100.0

Frequency Missing = 1

P R O E
STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

WORK EXPER. AVAILABLE DAY AND EVENING

Q12	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	9	10.8	9	10.8
BELOW EXPECTATIO	11	13.3	20	24.1
ACCEPTABLE	14	16.9	34	41.0
GOOD	17	20.5	51	61.4
EXCELLENT	5	6.0	56	67.5
DON'T KNOW	27	32.5	83	100.0

Frequency Missing = 2

WORK EXPER. COORDINATED WITH CLASSROOM

Q13	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	7	8.6	7	8.6
BELOW EXPECTATIO	9	11.1	16	19.8
ACCEPTABLE	14	17.3	30	37.0
GOOD	20	24.7	50	61.7
EXCELLENT	6	7.4	56	69.1
DON'T KNOW	25	30.9	81	100.0

Frequency Missing = 4

WORK EXPER. COORDINATED WITH EMPLOYER

Q14	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	11	13.8	11	13.8
BELOW EXPECTATIO	7	8.8	18	22.5
ACCEPTABLE	10	12.5	28	35.0
GOOD	9	11.3	37	46.3
EXCELLENT	4	5.0	41	51.3
DON'T KNOW	39	48.8	80	100.0

Frequency Missing = 5

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

CAREER PLANNING MEETS YOUR NEEDS

Q15	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	5	6.0	5	6.0
BELOW EXPECTATIO	9	10.7	14	16.7
ACCEPTABLE	19	22.6	33	39.3
GOOD	21	25.0	54	64.3
EXCELLENT	12	14.3	66	78.6
DON'T KNOW	18	21.4	84	100.0

Frequency Missing = 1

CAREER PLANNING HELPS YOU PLAN

Q16	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	6	7.1	6	7.1
BELOW EXPECTATIO	9	10.6	15	17.6
ACCEPTABLE	19	22.4	34	40.0
GOOD	20	23.5	54	63.5
EXCELLENT	12	14.1	66	77.6
DON'T KNOW	19	22.4	85	100.0

CAREER PLANNING HELPS MAKE DECISIONS

Q17	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	8	9.4	8	9.4
BELOW EXPECTATIO	10	11.8	18	21.2
ACCEPTABLE	16	18.8	34	40.0
GOOD	22	25.9	56	65.9
EXCELLENT	9	10.6	65	76.5
DON'T KNOW	20	23.5	85	100.0

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS

PROGRAM: INTERPRETER TRAINING

CAREER PLANNING HELPS YOU UNDERSTAND

Q18	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	3	3.7	4	4.9
ACCEPTABLE	13	15.9	17	20.7
GOOD	19	23.2	36	43.9
EXCELLENT	12	14.6	48	58.5
DON'T KNOW	34	41.5	82	100.0

Frequency Missing = 3

CAREER PLANNING HELPS EVALUATE

Q19	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	2.5	2	2.5
BELOW EXPECTATIO	12	14.8	14	17.3
ACCEPTABLE	13	16.0	27	33.3
GOOD	20	24.7	47	58.0
EXCELLENT	4	4.9	51	63.0
DON'T KNOW	30	37.0	81	100.0

Frequency Missing = 4

CAREER PLANNING PROVIDED BY STAFF

Q20	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	8	9.8	9	11.0
ACCEPTABLE	14	17.1	23	28.0
GOOD	22	26.8	45	54.9
EXCELLENT	12	14.6	57	69.5
DON'T KNOW	25	30.5	82	100.0

Frequency Missing = 3

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

CAREER PLANNING EXPLAINS NONTRAD. OCCUP

Q21	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	4	4.9	4	4.9
BELOW EXPECTATIO	10	12.2	14	17.1
ACCEPTABLE	12	14.6	26	31.7
GOOD	20	24.4	46	56.1
EXCELLENT	5	6.1	51	62.2
DON'T KNOW	31	37.8	82	100.0

Frequency Missing = 3

JOB SUCCESS PROVIDES CAREER DECISIONS

Q22	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	14	17.1	14	17.1
BELOW EXPECTATIO	10	12.2	24	29.3
ACCEPTABLE	8	9.8	32	39.0
GOOD	8	9.8	40	48.8
EXCELLENT	2	2.4	42	51.2
DON'T KNOW	40	48.8	82	100.0

Frequency Missing = 3

JOB SUCCESS INDICATES JOB OPPORTUNITIES

Q23	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	10	12.2	10	12.2
BELOW EXPECTATIO	12	14.6	22	26.8
ACCEPTABLE	16	19.5	38	46.3
GOOD	10	12.2	48	58.5
EXCELLENT	3	3.7	51	62.2
DON'T KNOW	31	37.8	82	100.0

Frequency Missing = 3

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

JOB SUCCESS IDENTIFIES JOB OPPORTUNITIES

Q24	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	10	12.3	10	12.3
BELOW EXPECTATIO	10	12.3	20	24.7
ACCEPTABLE	16	19.8	36	44.4
GOOD	10	12.3	46	56.8
EXCELLENT	3	3.7	49	60.5
DON'T KNOW	32	39.5	81	100.0

Frequency Missing = 4

JOB SUCCESS TELLS ABOUT JOB ADVANCEMENT

Q25	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	10	12.2	10	12.2
BELOW EXPECTATIO	10	12.2	20	24.4
ACCEPTABLE	16	19.5	36	43.9
GOOD	10	12.2	46	56.1
EXCELLENT	4	4.9	50	61.0
DON'T KNOW	32	39.0	82	100.0

Frequency Missing = 3

PLACEMENT FIND EMPLOYMENT OPPORTUNITIES

Q26	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	7	8.5	7	8.5
BELOW EXPECTATIO	9	11.0	16	19.5
ACCEPTABLE	10	12.2	26	31.7
GOOD	13	15.9	39	47.6
EXCELLENT	2	2.4	41	50.0
DON'T KNOW	41	50.0	82	100.0

Frequency Missing = 3

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

PLACEMENT PREPARE YOU TO APPLY FOR JOB

Q27	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	7	8.8	7	8.8
BELOW EXPECTATIO	5	6.3	12	15.0
ACCEPTABLE	13	16.3	25	31.3
GOOD	13	16.3	38	47.5
EXCELLENT	2	2.5	40	50.0
DON'T KNOW	40	50.0	80	100.0

Frequency Missing = 5

INSTRUCTORS KNOW SUBJECT MATTER

Q28	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	2.4	2	2.4
BELOW EXPECTATIO	1	1.2	3	3.7
ACCEPTABLE	10	12.2	13	15.9
GOOD	20	24.4	33	40.2
EXCELLENT	34	41.5	67	81.7
DON'T KNOW	15	18.3	82	100.0

Frequency Missing = 3

INSTRUCTORS PROVIDE HELP

Q29	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	8	9.8	8	9.8
BELOW EXPECTATIO	7	8.5	15	18.3
ACCEPTABLE	8	9.8	23	28.0
GOOD	14	17.1	37	45.1
EXCELLENT	31	37.8	68	82.9
DON'T KNOW	14	17.1	82	100.0

Frequency Missing = 3

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

INSTRUCTORS PROVIDE INSTRUCTION

Q30	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	3	3.7	3	3.7
BELOW EXPECTATIO	7	8.5	10	12.2
ACCEPTABLE	10	12.2	20	24.4
GOOD	21	25.6	41	50.0
EXCELLENT	28	34.1	69	84.1
DON'T KNOW	13	15.9	82	100.0

Frequency Missing = 3

SUPPORT SEVICES AVAILABLE

Q31	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	6	7.3	6	7.3
BELOW EXPECTATIO	6	7.3	12	14.6
ACCEPTABLE	14	17.1	26	31.7
GOOD	24	29.3	50	61.0
EXCELLENT	20	24.4	70	85.4
DON'T KNOW	12	14.6	82	100.0

Frequency Missing = 3

SUPPORT SERVICES PROVIDE STAFF

Q32	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	4	4.9	4	4.9
BELOW EXPECTATIO	4	4.9	8	9.8
ACCEPTABLE	13	15.9	21	25.6
GOOD	27	32.9	48	58.5
EXCELLENT	17	20.7	65	79.3
DON'T KNOW	17	20.7	82	100.0

Frequency Missing = 3

P R O E
STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

LECTURE/LABS PROVIDE LIGHT, HEAT, ETC.

Q33	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	5	6.0	6	7.2
ACCEPTABLE	12	14.5	18	21.7
GOOD	28	33.7	46	55.4
EXCELLENT	27	32.5	73	88.0
DON'T KNOW	10	12.0	83	100.0

Frequency Missing = 2

LECTURE/LABS INCLUDE WORK STATAION

Q34	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	5	6.1	5	6.1
BELOW EXPECTATIO	3	3.7	8	9.8
ACCEPTABLE	14	17.1	22	26.8
GOOD	29	35.4	51	62.2
EXCELLENT	21	25.6	72	87.8
DON'T KNOW	10	12.2	82	100.0

Frequency Missing = 3

LECTURE/LABS ARE SAFE, WELL MAINTAINED

Q35	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	1	1.2	2	2.4
ACCEPTABLE	12	14.5	14	16.9
GOOD	35	42.2	49	59.0
EXCELLENT	24	28.9	73	88.0
DON'T KNOW	10	12.0	83	100.0

Frequency Missing = 2

P R O E
STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

LECTURE/LABS AVAILABLE ON EQUAL BASIS

Q36	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	4	4.8	4	4.8
BELOW EXPECTATIO	5	6.0	9	10.8
ACCEPTABLE	11	13.3	20	24.1
GOOD	29	34.9	49	59.0
EXCELLENT	20	24.1	69	83.1
DON'T KNOW	14	16.9	83	100.0

Frequency Missing = 2

EQUIPMENT IS CURRENT AND REPRESENTATIVE

Q37	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	4	4.9	5	6.1
ACCEPTABLE	13	15.9	18	22.0
GOOD	29	35.4	47	57.3
EXCELLENT	22	26.8	69	84.1
DON'T KNOW	13	15.9	82	100.0

Frequency Missing = 3

EQUIPMENT IN SUFFICIENT QUANTITY

Q38	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	2.4	2	2.4
BELOW EXPECTATIO	4	4.9	6	7.3
ACCEPTABLE	15	18.3	21	25.6
GOOD	30	36.6	51	62.2
EXCELLENT	17	20.7	68	82.9
DON'T KNOW	14	17.1	82	100.0

Frequency Missing = 3

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

EQUIPMENT IS SAFE AND GOOD CONDITION

Q39	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	1	1.2	1	1.2
BELOW EXPECTATIO	2	2.4	3	3.6
ACCEPTABLE	13	15.5	16	19.0
GOOD	31	36.9	47	56.0
EXCELLENT	24	28.6	71	84.5
DON'T KNOW	13	15.5	84	100.0

Frequency Missing = 1

MATERIALS AVAILABE FOR USE AS NEEDED

Q40	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	8	9.8	8	9.8
BELOW EXPECTATIO	8	9.8	16	19.5
ACCEPTABLE	20	24.4	36	43.9
GOOD	27	32.9	63	76.8
EXCELLENT	17	20.7	80	97.6
DON'T KNOW	2	2.4	82	100.0

Frequency Missing = 3

MATERIALS CURRENT AND MEANINGFUL

Q41	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	4	4.8	4	4.8
BELOW EXPECTATIO	6	7.2	10	12.0
ACCEPTABLE	15	18.1	25	30.1
GOOD	31	37.3	56	67.5
EXCELLENT	24	28.9	80	96.4
DON'T KNOW	3	3.6	83	100.0

Frequency Missing = 2

P R O E

STUDENT PERCEPTIONS OF OCCUPATIONAL EDUCATION PROGRAMS
PROGRAM: INTERPRETER TRAINING

MATERIALS NOT BIASED

Q42	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	2	2.4	2	2.4
BELOW EXPECTATIO	3	3.7	5	6.1
ACCEPTABLE	13	15.9	18	22.0
GOOD	28	34.1	46	56.1
EXCELLENT	29	35.4	75	91.5
DON'T KNOW	7	8.5	82	100.0

Frequency Missing = 3

MATERIALS AVAILABLE AT REASONABLE COST

Q43	Frequency	Percent	Cumulative Frequency	Cumulative Percent
POOR	6	7.1	6	7.1
BELOW EXPECTATIO	14	16.7	20	23.8
ACCEPTABLE	28	33.3	48	57.1
GOOD	24	28.6	72	85.7
EXCELLENT	10	11.9	82	97.6
DON'T KNOW	2	2.4	84	100.0

Frequency Missing = 1